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THE OREAD

—OF—

Mount Carroll Seminary.



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FINANCIAL MANAGER OF THE MUSICAL CONSERVATORY.

MT. CARROLL, CARROLL COUNTY, ILLINOIS.

THE OREAD

—OF—

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A PAGAN SERMON.

Of pagans I am of the liberal sort and care little whether you have one or a number of gods in your pantheon, but must insist on the existence of a creative power, as a scientific fact; as Charles Darwin, one of the greatest of our priesthood, said: "The question whether there exists a Creator and Ruler of the Universe has been answered in the affirmative by the highest intellects that have ever lived." Socrates taught that the Deity was the Supreme Reason; Plato, with an eye penetrating far into the Infinite, with a knowledge more trustworthy than that of sense, adds his testimony; and so we may listen to the world's procession of seers who pry into the secrets of the universe assert the same truth. Truly these *a priori* judgments of the ages past still vibrate to the world's consciousness; as Kant would say, they are "universal and the ground of certitude."

In the *Republic*, Plato asserts that God is the *supreme object of science*. As he is the highest object of thought and the author of all material law, the study of which constitutes so great a share of a student's work, should not a knowledge of him be made a groundwork of our culture? Not to establish this relation is surely illogical and unscientific. In History, Geology, Botany, Physics, and through the curriculum of higher study the teacher leads the pupil to search for causes, effects being given and causes being given to philosophize upon effects. Certain laws are causes, certain phenomena, effects. The teacher's work is not complete unless the supreme cause of these causes is dwelt upon, unless the knowledge we have concerning the Maker and Controller of law, is made a part of scientific instruction. While we dwell upon the nebular and atomic theories with careful attention, we should, with at least equal painstaking, consider a fact more satisfactorily demonstrated than these hypotheses.

To speak of the importance of an education with a God in it would seem superfluous in the nineteenth century, when History is made to pass before us

illuminated by the torches of a Carlyle and a Bancroft. What an antithesis does the light of these two men reveal! The French Revolution—Godless; the American in the name of God! Man, freed from the ten-linked chain of the commandments, in those lurid days of France, was led by what he styled *Logic* into all paths except straight ones. Deity deposed, every leader strove to make of himself a God, and each thundered from his little Sinai a law that few recognized but himself; and the land, like a field without a cultivator, sprang up with weeds of Communism, Jacobinism, Liberalism, Guillotinism, and so on, a flora more deadly than the nightshades of a neglected stable yard.

The seeds of '93 still retain their vitality. In modern France, the politicians recognize no power higher than themselves. French literature, or rather, French fiction, is the accumulation of the sewage that has been gathering for a century, and if Hercules were to turn the course of a river, it is doubtful whether he would be able to cleanse these Aegean Stables.

But a few months since, in Paris, a member of a visiting committee said something like this to the assembled children of one of the schools: "They tell you that we have removed God from the Parisian schools, but it is not the exact truth, for we have given to you the divine men, Corneille, Racine and Moliere."

Is not this question one that preëminently concerns us as friends of education? Is it not a question of political economy, of domestic happiness, of national safety? It was Daniel Webster who said: "No man can tell how sudden a catastrophe may overwhelm us, and bury all our glory in profound obscurity, if we, as a people, neglect such questions as this." We have a work to do in fortifying young minds against a false science and in teaching them to distinguish subtle fallacies from truths. In the class-room, when science is the theme, we may dwell on the unity and harmony of nature, in the adaption of part to part in the flower or in the animal, the design observed in the protecting mimicry of bird and beast, the intention that meets us wherever we

turn our thoughts, be it in the realm of matter or mind. The argument for a designer from the accumulated evidence of design is scientifically pure, and one that conflicts not at all with any pet theory that we may nourish, I know not but that it is as old as the race itself. Twenty-two hundred years ago it was repeated by Socrates and reported by Xenophon, from whose pages I will read. Socrates asks Aristodemus, "And as to things concerning which it is not certain for what purpose they exist, and those which are manifestly of some use or other, which of the two would you judge to be works of chance, and which works of intelligence?" Aristodemus replies, "Evidently it is those which exist for some use that are works of intelligence." "Do you not think, then," continues Socrates, "that He, who in the beginning, created man, endowed him with perceptive organs for some useful end—as, for instance—with his eyes to see that which is visible, and with his ears to hear that which is audible? * * * * Again, does it not appear to you something like a work of design, that, since the organ of sight is so delicate, it should be protected by eyelids, as by a door, which (when it is necessary to use the eye) are thrown open, but are closed in sleep; and the eyelashes are formed like a sieve to prevent the winds from injuring them, and that the parts above them are furnished with eyebrows as with eaves, so that the perspiration from the head may do the eyes no harm? * * * * Can you doubt as to whether such arrangements carried out with so much design, are results of chance or intelligence?" "No by Jupiter," answered Aristodemus, "for to one who regards them in the light that you do, these things appear to be planned by some skillful artisan and well-wisher of all human things."

And thus by recognizing the hand of the Infinite in the flower and in the bee, in the bird and in himself, will not the youth be prepared to meet the fallacious theories abroad that teach incoherently of law that creates itself? But our duty does not end by teaching a theistic science. The question reaches too deeply into the well being of commonwealth and nation for us to stop here.

We should strive to arouse the emotional faculties and the imagination with this great truth of a Mind in Nature. Virgil and Homer, good in their day, perhaps, for this purpose, are somewhat behind the times. The Koran might possibly do in the hands of a careful expositor, but no literature gives as rational conceptions of a Creator as the Hebrew book. Matthew Arnold, than whom no wiser pagan lives to-day, says in *Literature and Dogma*: "For our race, as we see it now, the true God is, and must be permanently the God of the Bible."

The principles that underlie our civilization, that make up the philosophy of government and of society, are found in this Judean literature. Our own Huxley writes: "In this old literature is a vast residuum of moral beauty and grandeur. By the study of what other book could children be so much humanized?"

We see the need of a supreme mind in science: the most paganized of modern thinkers, as well as the greatest teachers and statesmen, generally place the book that gives the boldest and grandest conceptions of Him at the summit of ethical literatures and recognizes the intensely practical value of the principles therein taught. Is this not a sufficient reason for our serious consideration of the question, whether the Book shall become a means of education in the school? How many of us in our own reading or in directing that of others have thought of the debt of English literature to Job and Isaiah, to the letters of Paul, and in fact to the entire volume of Scripture? Take away the Bible as a factor in awakening the poetical faculty and where would be our Milton? Would not his works shorn of their Hebraism, lack much of their regal vigor? We should be poor without that miracle of ethical fantasy by good Edmond Spenser,—the *Fairy Queen*. Shakespear, if his genius had taken to pen, would perchance have continued in the ways of the Athenian stage, his chorus chanting, in tones inexpressibly sad, the fatalistic philosophy of Aeschylus and Sophocles. But let us rejoice that instead of an *Oedipus* and *The Eumenides* he could give such sunny works as *Henry V.*, and *As You Like It*. We might have had a Theocritus instead of a Tennyson; but, in sooth, we could not have listened to the prophetic strains of Carlyle, the last of the Hebrew Seers. Sad would it be for the world if Greece had never blossomed into poetry and art, but we would be inexpressibly more needy without the poetry, orations, politics, history and philosophy of Judea; a literature that in its majesty makes all others to pale; a literature to which men of all shades of genius—antichrist as well as chris-

tian—such men as Milton and Keats, Coleridge and Lamb, Huxley and Mill, have turned for suggestive thought.

It is suggested from the realm of letters that this Book should have a place in popular education if our schools are to produce men of cultured taste. Surely no teacher of literature, who merits the name, would open to his friends the golden gate that leads to the noble garden of English poesy without gladly discovering to them the crystal streams which come from the pagan Greece and Rome, much less should he pass by that fountain from Palestine, which makes the garden the fairest and the rarest that the world has seen.

In recapitulation let me say, that a thoughtful deep-seeing pagan, as well as a christian, must recognize the poor logic of building up in the immature mind of childhood and youth an imperfect science, a science with no God for corner-stone; and he must recognize the evil of indifference that allows the student to pass into the world unprepared to meet a false philosophy. As the book we have considered in these pages is the most potent instrument known to-day in awakening intelligent and noble ideas of the author of matter and mind, and as the recognition of such a power and his moral relations to man are of the profoundest importance in developing good citizenship, this volume should find its place in our schools; and, furthermore, tho' of far less importance, intelligent criticism and ennobled taste are to exist among the young men and women of the age to come, this book must be placed in their hands as a work of art and thought.

NOTE.—The standpoint from which I have written is an assumed one. The conclusions, I think, are those of an honest nineteenth century scientist whose sympathies are in no sense Christian; and if these ideas come logically from pagan thinking, I am sure that as christian men and women you will italicize them, while in your own thought you will add much that christian philosophy will suggest.

H. S. METCALF.

ART AND ARTISTS.

Primitive man knew very little of art. It is not until the temporal wants have been supplied and the prosperity and wealth of a nation give leisure, that there is time for the cultivation of the higher arts; thus the artist is a growth of later centuries.

What early Egyptian art may have been we do not know, for at the time we have any records, it is fettered by rules laid down by the priests and all originality suppressed. In Greece the art of painting must have reached a high

degree of excellence, but owing to the perishable material, we have no specimens of it. In sculpture she reached a perfection that no other nation has equalled and her creations of two thousand years ago are studied to-day as the ideals of perfect grace and beauty. Rome modeled her art after the Grecian, but fell short of its perfection.

After the introduction of Christianity art was made subservient to the purposes of the church. Classic art was cast aside as being little in harmony with Christian thought. Scenes from sacred history and lives of the saints supply the place of the deities of heathenism. As the Roman church lost its power art was effected with a revulsion of feeling and sought again to revive the classic. And although the artists still chose their subjects from sacred history we see the influence of the classic in the Grecian draperies with which their figures are clothed. During this period of the Renaissance the masterpieces of painting were produced. Sixteen hundred years had passed since sculpture had been at its height, when there appeared in the firmament of art such a galaxy of stars as had never been seen before. Micheal Angelo produced his mighty works, Rapheal, Titian, Rubens followed with many others less brilliant. In the 17th and 18th centuries there were many artists of note, but none to be compared with the great masters. The works of art in the present day are of so recent a date that their proper value can only be judged by coming generations.

Emerson has said, "Every rational creature has all nature for his dowry and estate. It is his if he will. He may creep into a corner and abdicate his kingdom, as most men do, but he is entitled to the world by his constitution." The orator goes to nature for inspiration, the musician gets his theme from nature's harmonies, the poet sings of her charms, and the artist paints her glories. All are the disciples of nature. Each in his own way recognizes beauty, some to extol, and others, not content in seeing and admiring, seek to embody the truth in a new form. The artist is particularly sensitive to the beautiful and he finds beauty where others would least expect it. Michael Angelo saw an angel concealed in a block of marble. Commonplace things, also possess a beauty which he recognizes. With his brush he moves them from their surroundings which otherwise might cause them to remain unnoticed, and possesses them with the beauty which he sees in them and compels the observer to behold with his eyes. Thus it is that the dandelion by the wayside, which we thrust aside, on the painter's canvass assumes a new beauty and gives us delight.

There are two standpoints from which we may look at a picture. The realistic and idealistic. The realistic artist desires to produce a likeness and his work is to be judged according to his success in accomplishing this. When a painter can imitate cherries so accurately that a bird will peck at the canvas, he is thought to have achieved a complete artistic success. But the highest mission of the artist is not to copy nature but to express what nature says to him. He employs his colors and canvas as a musician does his notes, simply as a means by which to express thought. It is not enough that the form be drawn correctly and colored with flesh tones, the mind and soul must be seized and life enthused into it. The realistic must ever precede the idealistic, and the line where the one ends and the other begins is not clearly defined. During the high Renaissance in art, the artists reached that perfect idealism which is said to be the result of complete mastery over technical knowledge and its subordination to the thought expressed. Micheal Angelo carried the modern idea of idealization to the extreme and in order to present the tho't most forcibly he even violated the laws of proportion. To give an idea of strength he made his figures colossal. His statue of Moses is an example of this. The figure is seated, has long, flowing hair and horns on the head. The face is expressive of power and sadness. Gregorius says: "If he were to rise up it seems as if he would shout forth laws which no human intellect could fathom."

The youth destined to be an artist generally manifests the promise of his genius when a child. We see this illustrated on the slate of the school boy to the disparagement of the teacher, or, if he be of a mournful disposition, he may follow the example of Tommy Traddles and fill his slate with skeletons. Ben West, when a little boy, made his first brush from the cat's tail, and took his first lesson in art from the Cherokee Indians. In later life he became President of the Royal Academy in London. Venet, the great French artist began his career when a mere child and at the age of thirteen could support himself with his own work. But it is not often that painters are such prodigies. Great excellence is only gained after severe training. The great master did not place an architectural design in the background of his picture without a thorough knowledge of the architectural laws of construction. Figure painters have pursued the study of anatomy as thoroughly as physicians.

The character of the pictures painted by the different artists, varies as greatly as their dispositions. One makes a specialty of figure painting, another of

painting historical scenes. VanDyke stands preëminent as a portrait painter. Millet is the peasant painter of France. In landscape painting Corot excelled. He used to rise at three o'clock in the morning in order to observe the effects of changing light. England has produced a great animal painter in Landseer, and in France, Rosa Bonheur is noted for her cattle pieces. For minute and careful finish of detail Gerard Doun has become famous. He was so very particular about his work that he kept it in a glass case. When going to take it out, he would sit for a few minutes before opening the door in order that the dust which he might have disturbed by his entrance should have time to settle. Missionair has given to the world some wonderful battle scenes. In order to better observe the motion of a horse, when at full speed, he had a tramway built on which he was propelled at the same rate as the horse which travelled at his side. In this way he was enabled to see his model closely and catch the changing positions. This same artist, before attempting his painting entitled "Retreat of Napoleon after the Leipsic Campaign," made studies of horses which had been led for hours through deep snow.

Genius is not always recognized and rewarded in the artist any more than in the author or musician. Corregio is said to have died in poverty; Sir James Thornhill was paid forty shillings per square yard for painting the interior of the cupulo of St. Paul's Cathedral in London, while in great contrast to this Meissonier, a French artist received for one canvas not four inches square, £2,300.

The artist may not be termed in a practical sense of the word a useful member of society. He does not contribute to the physical well being of the world. His mission is to reveal the beautiful. He deals with the emotional nature of man. The study of the great works of art makes one more sensitive to the beauty that surrounds us. A subject is presented so much more vividly to the mind by a picture, than when simply called before the imagination. Hence art is a great source of information in acquainting us with scenes and events distant in point of time and place. It gives us deeper insight into human nature and by raising us out of ourselves inspires us with higher sentiments and nobler aspirations. The artist in his finite way proclaims the infinite beauty and glory of God.

Plato says that nothing is beautiful which is not in some way the manifestation of Him who is the ultimate principal of Beauty. The finite is the common limit after which the soul aspires upon the wings of the sublime and beautiful as well as the good and the true.

ELUVIA WRIGHT.

OLD MAIDS.

NOT AN APOLOGY.

The catechism, founded on scripture, propounds and satisfactorily answers the question, "What is the chief end of man." The woman suffragist, who does not accept man in the comprehensive sense, aggressively asks, "What is the chief end of woman?" and receives her answer from a crusty old bachelor, "To get married!" If this were true then woman sometimes fails in her destiny. But it is an inappreciative cynicism which we do not accept.

In the world's economy the perfection of the whole requires special work in many departments, work that a man's tastes and dispositions do not fit him to do, work for which the mother's duties and cares leave no opportunity, but for which a woman's patience, insight and carefulness as to detail particularly adapt her. For the work of teachers, nurses, charitable and reform work among women, there should be women whose whole time and strength can be devoted to some particular line, who will make it their profession, their life work. Who is so perfectly designed for this, as she who, perhaps, in consequence of the loftiness of her ideal, has drawn upon herself that opprobrious title "Old Maid," a title that is often applied to anyone exhibiting an unusual degree of fussiness, old maidishness satisfactorily accounting for a multitude of peculiarities constitutional and acquired.

While it is possible that if a woman, always sensitive to praise or blame, be situated, alone perhaps, without the sympathy and thoughtful care which family affection gives, the little differences paid to tastes, likes and dislikes, replaced by indifference, criticism, not always kind, or even just, she may grow peculiar, cross if you will. However I am not willing to admit that this is all because she has not a husband.

Our dispositions and predominating traits of character we inherit, circumstances and training developing and moulding them in a large degree. If an old maid is cranky it does not necessarily follow that she is so because she is an old maid, or that she is one because she is cranky; it is the outgrowth of some uncontrollable natural propensity. Now there is the old maid gossip, she would have been a gossiping matron. She is naturally small minded and fond of petty details. I do not believe that the mending of large and small garments, the sewing of bibs and jackets, or even the discussion of the relative merits of divers soothing syrups would have been the means of broadening and developing her mind above trifling things. She might have had more to say of her own family and affairs, but which would have been more interest-

ing or elevating would depend upon the point of view.

There are women to whom self support is distasteful, who feel that they ought to be taken care of, who, if they do anything at all, do it under protest, women who will not do thorough, down-right work. There is probably no need of any argument on this point, so I will proceed to say that there exist their exact opposites, women who will work, to whom congenial employment, something to occupy mind and thought and energy is essential. If a woman of this class has this, she will be enthusiastic, thorough, helpful. If she does not have it, she may grow morbid, irritable, not an agreeable companion. But unless circumstances are very much against her she will find something to do, her tastes and inclinations deciding what. Whether she be literary, scientific or political, every power will be bent to perfect herself in her specialty. She does not always meet with the sympathy she deserves, for she has ideas and demands them of others, particularly if they do not agree with her. Perhaps by her profession or fitness, placing her on a par with man, she may even convince him of his fallibility,—if this should be true, he never forgives her and—his dislike of old maids grows apace.

There is a type of woman who must work, who, if she had married, would have made one of those pushing, capable housekeepers, who by a mathematically arranged system is enabled to do everything and do it well; can prepare a dinner that would tempt an epicure, at which, attired in a dress of her own making, she appreciatively listens to the philosopher, and agreeably discusses theology with the divine. If this woman does not marry it is not probable that she will let her faculty for organizing and engineering rust out; she may exercise it in the running of temperance and missionary societies where her talents are needed and appreciated, but it need not be surprising if she feels the need of a vote, especially if she happens to own property will she feel the injustice of "taxation without representation" even by proxy. If she have an extensive vocabulary and the ability to use it she is in danger of mounting the rostrum in behalf of the rights of her sex, and heading long lists of names to petitions to politicians, praying them to put a woman's suffrage plank into their platform, that she may be relieved of the oppression of silence in the affairs of state. I must confess that I wish she had married—some meek man, one not so tall as herself.

Among my grasp of "the honorable sisterhood," there is, perhaps, no one who gives so much for so little as the maiden aunt, the one who makes her home in the house of her brother-in-law,

for it is generally the wife's sister who is received. It is not often from her own necessity that she comes, for she is proverbially independent. That which induces her relatives to desire her presence in their home is usually physical inability or incapacity on the part of the wife and the possession by the aunt of that indefinable something known as faculty, which at once regulates and oils the domestic machinery, so that each hour, its work completed, revolves itself into the next, with its own allotted task or leisure, silently and without friction. The arrangement rarely contains the dross of filthy lucre, but is continued and concluded without money and without price. It ought not to be surprising if she, in common with her married sister, possess some faults. The love which so affectionately conceals the mother's shortcomings rarely exists in a degree deep enough to shield the aunt in a like manner. The nervousness and headache of the mother degenerate into touchiness and crossness in the aunt. While young people would hardly admit to themselves that their mother possessed such qualities, they are not usually troubled by any such conscientious scruples in the case of their aunt. So while she may not have any more peculiarities than her married sister, people know a great deal more about them and so accredit her with more. Her brother-in-law, not being her hero and not beholding him with the glorified vision of his wife's affection, she may not be able to perceive all those noble and exalted qualities with which his wife has endowed him. The late hours to which poor John's business keeps him out may, from her disinterested point of view, appear a little doubtful, the next day's exhausting headache, over which his wife worries and grieves may savor to her of something more exhilarating than ledgers or even lodge. The economy which restricts books, magazines and bric-a-brac but indulges in cigars, etc., ad libitum, may appear to her as selfish penuriousness. In short, she may make the discovery that he is not wholly adorable, and while he may be dimly conscious of this himself, the person whose insight has detected it is not essential to his happiness. If circumstances occur where her sister's interests demand that the maiden aunt express her convictions she will do so, which does not cause an appreciable rise in her brother-in-law's opinion as to her excellent judgment. However, there are exceptional cases, or "the deceased wife's sister bill," would not be so agitated in England.

We would not pass without a word of remembrance to the world's instructors, especially when we consider the number of the single sisters who repre-

sent our own school in this profession. Say what we will of the fresh life and enthusiasm of young teachers, those whose experience with comparative work has been longest, feel that a teacher has not entered into her full power until she is at least thirty. It has then ceased to be an experiment, neither is she using it as a means of support until some man shall take the responsibility off her hands. In all probability she expects it to be her life work. If she is ambitious, if she is conscientious, everything, even her reading and recreation are such as will be helpful to her in her particular line. How far-reaching is the influence of a true, earnest teacher upon the impressible lives of those with whom she is associated, not so much by her precepts, but, by the exalted standard of her own life, unconsciously drawing them to its level.

What would become of our young ladies' seminaries if all women past twenty were learning in silence and subjection from their husbands at home.

This introduces us to that much maligned person whose perception has been quickened by several decades of experience with mischief loving school girls. Do you remember her girls? Her shoes how they never made any noise, while some way, ours always did. Then the sensitiveness of her ear to unorthodox sounds was something amounting to instinct. But how good and kind she always was when we were ill or in trouble, seemingly forgetting all our shortcomings, even our inability to remember the exact construction of remark three under article four. I am sure her peculiarities were only the result of a thwarted maternal instinct, which, under favorable circumstances would have developed into the soothing influence of mustard drafts, boneset tea and the conscientious application of moral suasion, perhaps, and catechism.

Knowledge of facts will show that the comparative numbers considered, aside from a mother's devotion to her children, there is more real self denying, self sacrificing, the giving of much and receiving of little among the unmarried, than among the married. Consider alone that noble band of women, the Sisters of Charity, who brave the terrors of war and of pestilence, cooling the parched lips of the wounded and dying, puning last words and closing the eyes of strangers far from home and loved ones. Sisters of Charity indeed, their whole lives made up of gentleness, devotion and tender care of those from whom they receive nothing and to whom they owe nothing but the debt of common humanity.

The professional nurse, it is true, receives in some degree, a money remuneration, yet, who would presume to buy the delicate skill and care without which

the physician himself will admit, his remedies often would fail of their healing. She is often educated and refined; a woman of sterling character, at once gentle and firm, conscientious and careful, prepared by study and training for the work of her choice, a work scarcely lower in degree than that of her sister physician, whose importance and the need of whom, educated intelligence is rapidly recognizing.

Of those of whom we might have said much, we have said nothing; the women whose lives are devoted to reform, the result of whose works is felt among all classes and stations.

Would the world have been as well without such women as Clara Barton and Frances Willard? No more tender affectioned, self-sacrificing women have existed. Who shall say that the lives of these women are less noble and less useful than any matron of them all?

JOANNA J. CLAYWELL.

WHO OUGHT TO TEACH.

Of what use am I in the world, what can I best do to justify my existence? is the unspoken thought of many a heart.

Having solved this problem as best we may, our first aim should be to fit ourselves for the place we covet, realizing that it is not the position, but the character of the individual that makes him.

"Pigmies are pigmies still though perched on Alps,
And pyramids are pyramids in vales."

The business of life in whatever pursuit it may be directed is a great work. This is especially true of a teacher's vocation. In order to fully realize this we must understand what education means. That which occupies the mind for the most part when we speak of education is the cultivation of the intellectual faculties. But the word indicates more than this, and the term should not be used in the limited and technical sense of intellectual training alone. Education, as defined by Webster, includes all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth and fit them for usefulness in their future stations.

The term then embraces physical, mental and moral training. Therefore a perfect system of education is that which seeks a simultaneous and harmonious development in these three channels.

An idea of the importance of education is conveyed in the following statement of Luther: "The prosperity of a country depends not on the abundance of its revenues, nor on the strength of its fortifications, nor on the beauty of its public buildings; but it consists in

the number of cultivated citizens, in the men of education, enlightenment and character; here are to be found its true interests, its chief strength, its real power."

We find this wise and comprehensive utterance verified in comparing the different countries of the globe, and learn that education has everywhere been the prime minister of civilization. Intelligence and benevolence, developed and directed by Christian education, have modified laws, ameliorated the suffering of the insane and of the helpless on account of age or disease, and liberated the chain-bound slave.

It is not too much to say that the teacher not only holds in the trusts committed to his keeping much of the future welfare of single individuals, but to a great extent that of the nation, since it is but the aggregate of individuals, and to those he is now training, our country must look for her future security, happiness and glory. Theoretically the teacher's is a high and holy calling, practically it is a responsible one burdened with the interests of time and eternity.

This thought carries with it greater weight when we consider that the teacher is dealing with those made in the image of God, and made only a little lower than the angels, and dealing with them in their plastic years, when they are so susceptible to every influence; the traits of character which are being formed, and the germs of thought which are being sown may ripen into very bitter or very glorious fruit.

We seek to educate the people, we seek to improve men's moral condition. In short we seek to work upon mind as well as matter. If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble to dust; but if we work upon immortal minds, if we imbue them with high principles, with the just fear of God and their fellow men, we engrave on those tablets something which no time can efface, but which will brighten and brighten to all eternity. Such were the sentiments uttered by Daniel Webster in Faneuil Hall, as he stood there for the last time. Such thoughts may well be regarded as a precious legacy to teachers, worthy of being written in "letters of gold."

The teacher is surrounded by those whose hearts are throbbing with great purposes and their glowing imaginations filled with pleasant anticipations of coming life, but who have only the slightest understanding of the perils to which they will be exposed, the trials to be endured, the vicissitudes through which they must necessarily pass, the obstacles they must overcome, and the deception and allurements they will have to detect and withstand in the

journey through life. It is his work to direct them to the means by which they may execute their purposes and conquer difficulties. In the school room are to be found the future legislator, executive officer, minister of God, or the candidate for our jails, penitentiaries and gallows.

The eye of the teacher rests on all that is virtuous and noble, or vile and disgraceful in life, and all that is glorious or miserable in death, and upon his instruction may depend either the one or the other. This being true, who can estimate the length and breadth, the depth and height of the teacher's responsibilities? Well may the conscientious, faithful and intelligent person enquire, who is sufficient for these things?

And is the occupation which involves so much to be slighted or thought a secondary one, to be filled by those who have not looked well to the spirit that moved them to make choice of teaching for a business? Rather let it take its true place, among the chief powers of the world, and be filled by capable, conscientious men and women. While there have been too few who have rightly estimated the importance of the teacher's work, there have always been some, who, called to this position by providence, have recognized the full scope of their mission, and to them all other teachers owe a debt of gratitude, for they have elevated the social position of the whole body. We find that those who have accomplished this have been persons of discrimination and judgment who felt that discipline should be the prime object of intellectual training, and when culling knowledge were capable of selecting from the vast field those facts that would be of the most lasting benefit.

Only he ought to teach who, in a similar way, is true to the spirit of the profession. If he is thus true he will thoroughly prepare himself in the branches to be taught, and study methods of training, so as to help the young to the best use of their powers. He must add to this the force of a teacher's authority, combining gentleness with firmness. He will recognize the fact that in the teacher's, as in every calling, persevering energy is necessary to success.

He will devote himself to his work with such enthusiasm and earnestness, as will leave the impress of his mind in "thoughts that breathe, and words that burn." He will seek physical and moral, as well as mental development. In too many instances, the teacher's energies are engrossed with the intellectual training of the child. But man has a physical and a moral, as well as an intellectual nature, and these elements in education should not be divorced the one from the other.

That a weak tone of muscles begets a weak tone of mind, is a physiological fact. Horace Mann says, health has a great deal to do with what the world calls talent, and to take life through good health is equal to at least fifty per cent more brain; hence every teacher should realize the importance of being thoroughly versed in physiological culture, and all that can be known of the laws of life and of physical culture. We are impressed with the importance of the moral element in education when we consider that there can be no solid character and no true happiness without principle for a foundation.

When we place our estimate upon individuals, the first thing to be considered is moral character. All other possessions sink into insignificance when taken in connection with this. A person may have all the knowledge of books that one mind can contain, and still without a keen and just perception of right and a desire to do that right, he is not truly educated.

When, if ever, are these principles to be obtained? If at all, in childhood. We cannot hope after years spent in vice and wickedness to reform and entirely undo the habits contracted in early life. Upon the teacher devolves a part of this great work.

Every offense against propriety and good morals should be improved by him as a fit occasion for advice and caution touching these virtues. All the crimes and misdemeanors which the daily history of the school room exhibits may be seized upon by the teacher, and turned into account in inculcating moral sentiments.

Much is accomplished by example. The life speaks. Words are but articulate breath. Deeds are the *fac similes* of the soul, proclaiming what is within. Nothing is more important than that the teacher's precept, daily life and conversation be consistent with one another. Advice contrary to example is always suspected. One is false.

Above all the teacher should "to himself be true," and then he cannot "be false to any man." Such will guard the attainments of his pupils as carefully as though required to render a "report of progress at celestial courts."

SADIE WILEY.

COPPET AND MADAME DE STAEL.

MRS. M. HOSTETTER GREENLEAF.

Read at Reunion, June 8, 1886, by Miss Elia Campbell.

In the summer of 1879, I made a pilgrimage to Coppet, a small village on Lake Geneva, between Geneva and Lausanne. The central structure, a stately building, though spacious and

elegant is of unpretending architecture. It is the *chateau* of Necker, the home of Madame de Staël, the "Shrine of the genius of the greatest woman in literary history." It is charmingly placed on Lake Geneva, giving a view of the Alps unsurpassed in that neighborhood. Colonades of large trees extend from the landing to the house. "Its principal court, formed on three sides of the building, on the fourth by a high iron fence with ample gates, is adorned with flower beds, and flowering vines climb its angles to its roofs. From its open, northern side, extends a simple picture of landscape beauty, designed more by Nature than art; a combined English garden and park, with sward clumps of flowering shrubs, and stately trees; a crystal brook (flowing down from the Jura) on one side, a fish pond in the center, and gravelled walks with stone seats winding among the trees."

The interior of the house shows many souvenirs and seems even now impressed with the vitality of its celebrated mistress. Amidst the busts, portraits, and mementoes scattered through the rooms, one feels that the gracious *châtelaine* may return at any moment and claim her own. A statue of Necker, of fine workmanship, commanding in attitude and expression, adorns the central *salon*, and seems the guardian spirit of the place.

This is the roof which sheltered the brilliant intellect which Napoleon could not extinguish, and which for ten years was the center of all that was best in the intellectual world, not of France only, but of Europe. Here is the theatre where Madame de Staël acted *Hermoine*, and Madame Re'camier, *Andromache*; here the room where the beautiful Juliette wrote and sewed and mused; and here the *salon* where Prince Augustus of Prussia declared his undying love, and offered her a dazzling future.

At the time of my visit to Coppet, I knew little more of Madame de Staël than her *Corinne*, hardly anything of her life and associations, her friends, or the brilliant literary court of Coppet. This paper is the result of a resolve then made to study the history of this extraordinary woman thoroughly. It is, of course, impossible, within the limits assigned me to present more than a brief, imperfect, and faintly colored sketch, and I shall content myself with a *resumé* of the more important events of her life.

A clever critic has said, "The achievements of two women, our contemporaries have dispelled some venerable fallacies respecting the scope and faculty of the feminine intellect. The presumption doubtless remains in force that a less wide and rigorous training, whose defects are not corrected but accentuated by the subsequent exercise of

functions, relatively few and narrow, must tend to cripple and paralyze the constructive forces of the mind. It is likewise possible, if we may argue from analogy, that particular mental aptitudes or incapacities may be intensified by inheritance, in a given sense. In this sense, therefore, it is still reasonable to speak of certain laws that govern the intellectual work of women. But these laws which have been deemed inflexible, are now seen to be the affirmation of mere tendencies which may be overcome by the expansive pressure of remarkable dynamic qualities, and an exceptional personal experience." These qualities and this experience have given to us the achievements, not only of George Eliot and George Sand, but in a more striking way, of Madame de Staël. Her biographer says, "She is known abroad chiefly as the author of a couple of fictions and by French party criticisms, or anecdotal disparagement, but critical students know that she was one of the profoundest of ethical thinkers; a political leader, whose persistent Republican teachings have ascendancy again in her own country; a queen of society; an oracle of the first minds of her time; the leader of the spiritualistic reaction against the materialistic philosophy of the Revolution; one of the principal promoters of the literature and criticism of the Romantic school in France, as contrasted with her old and rigorous Classicism; the first, as Goethe affirms, to effectually break open the way for the outspread of German literature over Western Europe; the most genuine heroine of the Revolution; the most steadfast opponent of the despotism of Bonaparte; the greatest woman of her time, as Macaulay asserted; the greatest woman in literature, as Byron said; the greatest woman yet produced by Europe, as Galiffe believed, and as all who study her works must affirm; a superb genius, and a loving and most loveable soul."

In the matter of heredity and environment nothing more could have been desired; Anne Louise Germaine Necker, afterwards Baroness de Staël-Holstein, was born at Paris on the 22nd of April, 1776. The Neckers were nearly alienated for their intellectual culture, moral character, and success in life. James Necker, father of Madame de Staël, afterwards resident minister for the Republic of Geneva, at the court of Versailles, gave historical distinction to the family. He was not only one of the ablest financiers of the day and a man of highest probity, but literary as well. The collected works of his pen fill fifteen volumes, and Mr. Stevens says, "his style both of thought and language appear in his daughter's writings. Her intellectual legitimacy is indisputable." His wife was a most accomplished wo-

man, "educated in an extraordinary degree both in science and letters." With brilliant faculties and personal attractions, she combined the highest moral qualities, and became the presiding genius of a brilliant *salon*, at a period when the Paris *salon* was still "a center of power, social, political and literary." Into this society the little Louise was early introduced, sitting erect on a small wooden stool by her mother's side, and was much noticed and caressed by the venerable and distinguished persons who thronged Madame Necker's *salon*. "At the age of eleven," writes a lady, (at the time her companion) "she spoke with a warmth and facility which were already eloquent. In society she said little, but so animated was her face, that she appeared to converse with all. At her mother's table, every guest addressed her with some compliment or polite speech, to which she replied with ease and grace." She was encouraged to write, and some of her youthful productions were read in public and even printed.

Her mother, trained to teach, had her own theory of education, which proved to be the worst possible for her gifted daughter. It was the "cramming" system, the filling the young mind with ideas, leaving no time for digestion or assimilation, instead of the gradual bringing out or educating of the faculties. It is said that if it did not actually injure the child, she was only saved by the uncontrollable vigor of her genius. Her health gave way, and her doctor ordered her to retire to the country, and renounce all mental application. Her mother, disappointed and discouraged, ceased to interest herself, but this was more than compensated to her by the love and wisdom of her father, to whom she attached herself closely, displaying then, as after, the ruling passion of her life,—devoted filial affection. "I owe," she frequently said late in life, "to the incredible penetration of my father, the frankness of my character and the naturalness of my mind. He unmasked all affectation." His teachings imbued her with that love and devotion to liberty which were afterwards to bear such grand fruit.

At one time in his official career, Necker incurred, by some act or paper, the displeasure and censure of the royalists. An anonymous pamphlet appeared, successfully defending and vindicating him. He recognized his daughter's style, and she acknowledged the authorship, being then but fifteen years of age.

Madame Necker was much chagrined by the defeat of her plan of education, and though the intellectual growth of her child continued phenomenal, and must have gratified the mother's pride, it hardly consoled her for the failure of

her own scheme. When Louise had startled all Paris, and wonder was expressed to Madame Necker at her "prodigious distinction," the mother replied, "It is nothing, absolutely nothing to what I would have made it."

At twenty years of age Louise was married to Baron de Staël-Holstein, Swedish Ambassador to the Court of France. This marriage was one of "convenience," following the French usage. It was unhappy and they were afterwards separated.

And now the French Revolution, in all its horrors, burst upon them. Necker, whose advice would have saved France if followed, had been dismissed by the weak king, and was at Coppet. Madame de Staël remained in Paris, in the midst of frightful dangers. Her house was a rendezvous for the royalists and Girondists, and the scene of ardent political discussions. She used her influence fearlessly to shelter and save her friends, and, believing an ambassador's home to be inviolable, many of the proscribed were concealed under her own roof. But one night the police appeared at the gate and required that the door be opened for a rigid search. Madame de Staël met them on the threshold, spoke to them of the rights of ambassadors, and the vengeance of Sweden, and by dint of wit, argument, and intrepidity, persuaded them to abandon their design. She remained in Paris till compelled to flee for her life, escaping at last with difficulty to Coppet, where all her brilliance and address were exercised in rescuing victims condemned to the guillotine, or assisting the proscribed to escape from France. Here too, her wondrous pen was used in an appeal for the freedom and life of *Marie Antoinette*, which was published at Geneva. The fall of Robespierre permitted her return to Paris, whither she hastened on news of his execution. Her residence in Paris formed an epoch of that period. The most distinguished foreigners and the best men of France flocked around her. "She gave her influence to the Directory, being desirous of the establishment of some guarantee for the preservation of order and personal liberty." "Madame de Staël," says *de Goucourt*, "was a statesman as early as the year 1793. It was by her hands France signed a treaty of Alliance with existing institutions, and for a period accepted the Directory. Who obtained her the Victory?—Herself. The daughter of Necker forbade France to recall its line of Kings. She retained the republic; she condemned the throne. She agitated victoriously in behalf of the maintenance of the representative system. The human right of victory was, with her equivalent to the divine right of birth."

She was now at the height of her in-

fluence, though her important literary efforts were the result of her exile and suffering. Her conversation was delightful, and she liked dissent from her opinions as a stimulus to new ideas. It was said at her hearth one saw in a single evening more intellectual brilliancy than in many cities in a whole year. She was not handsome but her eyes were beautiful and flashing with the brilliancy of her thought. Everyone who knew her speaks of these wonderful eyes.

"Sweetest eyes were ever seen"—

a Danish poet writes of her.

"If you add to all the qualities of Madame de Staël, her wealth and generosity, you will not be astonished that she reigns in her enchanted chateau as queen or fairy. Her magic wand was a little branch of a tree which a domestic placed every day by the side of her plate and which she handled during conversations. A fan, an ivory or silver paper knife, or a simple roll of paper, was sometimes her sceptre." This, in allusion to her habit of always twisting something in her fingers while she talked.

The advent of Napoleon soon changed and overcast the brightness of her life. Paris to her was the world, to leave it for any place, to be cast into darkness. Bonaparte disliked and distrusted her from the first, and she felt an instinctive fear of him, too well justified thereafter. Far from being reassured by frequent interviews with him, she writes, "The dread he inspired was caused entirely by the peculiar impression of his character on all who approached him. I saw that no emotion of the heart would act on him. I had seen men very worthy of respect, and I had seen ferocious men. There was nothing in the impression Bonaparte made on me to recall either the one or the other. His character could not be defined by the words which we are accustomed to use characterizing other men. It was neither good, nor violent, nor tender, nor cruel, as in other cases. A human being was to him but a fact, like any other fact, important only so far as he could use it. Every time I saw him I was struck with his superiority. The force of his will consisted in the imperturbable calculations of his egotism. Meanwhile nothing could lessen my repugnance to what I saw in him." And Napoleon said of her, "I do not say that she is a bad woman, but her mind is insubordinate and rebellious. She was brought up in the chaos of a falling monarchy and of a revolution and it has turned her head. I'll have none of her in the city where I dwell, women should knit stockings, and not talk politics." But, while he talked contemptuously, his acts proved he feared her. It was a most relentless

persecution. Striking through her heart, he made a book, published by her father, the pretext of her exile. She was exiled to forty leagues from Paris. —Lacretelle says: "Her contest with Napoleon was a struggle between two conquerors, the one aspiring to the empire of the world, the other to the empire of opinion." In speaking of Napoleon's severities toward her Madame de Staël, said: "My courage bends but not my will, I suffer, but wish no remedy which can degrade me, I have the fears of a woman, but they cannot make me a hypocrite nor a slave." While all Europe was ringing with his praises Napoleon was stung to the quick by the refusal of this solitary woman to recognize and applaud him. Again and again his agents approached her, and she was cold in her exile, if she would write but four pages in praise of his infant son it would end all her troubles. She refused. She traveled in Germany, and Italy, welcomed everywhere, praised by all, the guest of royalty, the accepted equal of the greatest intellects. At Coppet, her daily companions were men and women whose names are imperishable in the literature of their own nations, Schlegel, Bonstetten, Werner, Benjamin Constant, M^{me} Re'camier, Sismondi, Madame Le Brun, are a few of the brilliant coterie that gathered about her. I know of no more striking picture in history than this woman, who had done and suffered so much for her country, confronting steadfastly through long years, the master of Europe, at whose nod crowns fell, and kingdoms surrendered. Proudly defiant, a queen in her own little court, reigning and shining, central sun. The greatest of French critics has said, that more than any other woman she represents her epoch, and that the epoch of French history. During her exile she wrote and published her four great books, *Delphino*, *Corinne*, *Literature and Germany*, of which the last is incomparably the greatest. Napoleon immediately destroyed the first edition, ten thousand copies, and this as Stevens says, not because there was in it any word of blame for him, for there was not, but because there was no word of praise. For this man was vain, with pettiest vanity. "Most military men of renown have been too self-reliant to care for public opinion;" not so Napoleon. It was the breath of life to him in its applause, and unbearable in its censure. Madame de Staël says: "Napoleon persecuted me with a minute care, with an ever increasing activity, with an inflexible rudeness. The greatest grievance which he felt towards me was that love of liberty, which I have ever cherished, which has been transmitted to me by heritage, and which has been nourished in me by re-

flection upon the great principles on which it is founded." Withal, her respect for justice and moderation was evinced in the reply to a Bourbon, after Napoleon's fall, who asserted that Bonaparte had neither talent nor courage. "It is degrading France and Europe too much sir, to pretend that for fifteen years they have been subject to a simpleton and a poltroon." During his exile she was made aware of a plot to assassinate him at Elba, the conspirators supposing she would welcome the news with joy, but she never rested till a trusty messenger was dispatched to warn, and save him. At forty-two, she was married to Monsieur de Rocca, a French officer. The marriage was very happy, and her husband's devotion entire. He survived but a few months. After Napoleon's exile she returned to Paris, where she was welcomed with flattering attention, and where her praises were on every tongue. During the hundred days she fled again to Coppet, never again to leave it. She received overtures of peace from Napoleon but distrusted him. In his own final exile, at St. Helena, he read the works her exile and suffering had brought into the world, and did her tardy justice, saying, "No one can deny that she is a grand intellect, a woman of extraordinary talent; she will last." She had written in "*Corinne*," "When the designs of Providence are accomplished in us, an exquisite harmony, a music of the soul, prepares us for the arrival of the Angel of Death. He has nothing alarming, nothing terrible about him. He has white wings though he advances through the night." On the morning of July 14, 1817, this great and steadfast soul passed through this night to the day whose harmonies are perfect, and whose music is eternal.

As to Napoleon, "This woman was the last of the Romans under this Caesar, who dared not destroy and could not abase her."

AUGUSTA, Ga., May 29, 1886.

CARE OF ANIMALS IN WINTER.

The American Humane Association offers the following suggestions relative to fowls, horses and cattle to persons having these in charge, in the northern latitudes, during the winter months.

Do not compel domestic fowls to roost in trees. Aside from danger of being captured by owls and other enemies, the swaying of the branches upon which they are sitting will prevent them from getting rest; while in the severely cold weather, thus exposed, feet and combs are frozen and the bird is so benumbed as to make it impos-

ible for it to be of much profit on the farm. Securely sheltered from the wind and storm, and allowed to sit on a broad roost, feet are thus kept warm, refreshing rest is obtained and the fowl is much stronger, healthier and more profitable to its owner.

Do not clip horses during the winter months. With the same propriety one might cut the hair from a dog or shear a sheep at this season of the year. The argument in behalf of the practice is that the horse in perspiration will dry more quickly if the hair is short. But the animal is thoroughly blanketed and kept in a sheltered or warm place after being driven, no danger results from perspiration, whatever the length of hair; while the horse that has been deprived of its coat in the winter time suffers perpetually while being exposed to the cold.

It is a cruelty inflicted upon beautiful carriage horses for the purpose of style. Blessed is the ordinary work horse, in the winter time, for, however much it may perspire, it is allowed to carry its full growth of hair during the cold weather.

Do not leave cattle to stand shivering, while extremities often freeze, in the snow storms and severe winds of winter, when a little time would suffice to construct of boards, rails or posts a support upon and around which may be placed hay, straw or weeds, thus making a shelter that may comfortably protect them. Cattle kept in such warm condition throughout the winter will, as milkers, give a larger and better yield of milk, and as beefers, will take on flesh much more rapidly than if left exposed to inclement weather.

Aside from a question of humanity, the more attention and care that is bestowed upon animals, with a view to their comfort, the more will they be service and a source of profit to their owners.

EDUCATE THE GIRLS

Next to a good home training, the influence of a thoroughly good boarding school is of importance in shaping the minds, manners and characters of young women. By contact with those who have made their education and care a life work, by the habits of self-reliance and confidence which are inculcated, the girl who has the experience of a good boarding school is better prepared to assume her place in life than if she lacks such training. One knows so well how to repress weaknesses and develop that which is good, and true, and womanly, as one who has experienced and conscientious training, and those who have enjoyed the influence of such a one will remember with gratitude throughout their lives. —Ex.

THE ALUMNÆ.

MISS ELVA CALKINS, CLASS OF '81.

[Read at the public exercises of the Reunion Society, June 8, by Miss Hamblen, Class of '81.]

There is no better way of realizing how scattered is the Seminary family, than to attempt to gather information regarding the members who once composed it. Greetings come to us to-day from North, East, South and West. Thirteen states claim those who speak of this as "Alma Mater." Ninety-four have found homes in Illinois, four in Wisconsin, fifteen in Iowa, three in Minnesota, one in New Jersey, one each in Indiana, Oregon, Vermont, Idaho and Utah, two in Massachusetts, two in Kansas and three in Wyoming Territory. The graduates of '62 are honored as being the first. They were Mrs. Mary Allison Jenks, of Chicago, Mary Bigger, of Jefferson, Ia., Sophia Towne now on a homestead in Kansas, and Mary White.

It is a peculiar fact regarding the class of '64, that even though almost a quarter of a century has elapsed since they, as a class, bade the Seminary a long farewell, all of them still reside in Illinois. The classes of '65 and '68 had five members but we have been unable to learn anything of them. Those who were known as both "old" and "new" girls during the year '69, will remember Mrs. Dora Lambertson Nickell and whoever chances to meet her at home in Beatrice, Neb., will find her surrounded by a family of five children. Mrs. Alice Briggs Duer, and Retta Tomlinson were of the same class. The Seniors of '71 are all married and this, perhaps, accounts for their being more widely scattered than any of the others. They have homes all the way from Priscilla Pollock Bell, in Utah, to Alice Ives Breed in Massachusetts. Mrs. Cormany is the only one with us to represent the class of '73. Lucina Benson, of Tiskilwa, Ill., and Minnie Randall Ince, of Chicago, were her classmates. Mrs. Jennie Ireland Heilman writes of her home on a fruit farm at Ft. Scott, Kan. Her family consists of herself, husband, and two little boys. Sophronia Simpson Colean, of Woodville, Ill., also sends greetings. Mrs. Gertrude Brown Murrah, of the class of '75, is one of the founders of a school at Creal Springs, Ill. Virginia Dox since being compelled to relinquish her medical studies on account of failing health, has been principal of an Academy in Idaho. Martha Powell is Secretary of Estey Institute, N. C. One of our number, Mrs. Lizzie Cairns Trimble enjoys the right of female suffrage in Wyoming Territory. She is teacher in the Colfax Academy, has been judge of city elections and a member of the territorial convention. A concert program giv-

en in Grand Island, Neb., shows that Mrs. Clara White Robinson is still giving her attention to music. We hear as follows from the girls of '77; Nellie Shirk Rinewalt resides in Perry, Iowa; Ara Ingalls Morgan may be found in Kewanee, Ill., attending to the wants of two children and the fancy-work department of her husband's store; Fannie Ireland Hart's address is Charter Oak, Iowa; May Spencer Wright, daughter and husband live at Kendalville, Ind. Mr. Wright is Superintendent of schools. The "Calico Class" was that of '78. "I Serve" was the class motto and the years since its adoption have shown that there might have been added, with all propriety, the word "well." One of the faculty of the Pattersonville, Ia., educational Institute is Isabel Jones. Her music class is a large one and her work is prospering. Alice Green has lately become Mrs. Heald, of Nashua, Iowa. Jennie Wishon Buchanan of Cheyenne, is the only physician of our number. Her class also boasts of a poetess, Ora Knowlton Flynn, of Helena, Wis. Ella Thompson, the singer, is at Marshfield, Oregon. The Seniors of '80 will be remembered as those who inaugurated class day. Not only in the estimation of people generally, but in their own, this class was considered to be at least a degree in advance of the others. Seven are married—two dead. Dell Angle is a successful teacher in Stephens College, Mo.

Angie Benton is book keeper for a Boston firm. Myrtle Stevens is now Mrs. Dr. Bennett, of Cresco, Iowa. We hear of her as an important aid in both musical and literary gatherings, and as an instructor of Elocution before county Institutes. Mrs. Chadborne of Manchester, New Hampshire, was formerly Abbie Pinkham. Ella Thornton Whiting lives in Batavia and writes of a daughter. Lydia Duell is married and makes Nebraska her home. Dell Miles, since leaving Boston, has given several concerts in Iowa.

There were only six in the class of '81 but it was often a matter of remark by the members, that whatever was lost in quantity, was made up in quality. Miss Hamblen is the only one who has remained to substantiate this statement. Frankie Warner is teaching in Rockford, Anna Williamson has a music class in Carroll City, Iowa. We are indebted to Olive Place McFarland, of Hubbell, Neb., and Etta Wood Grove, of Des Moines, for Alumnae-in-law. The second generation of the class is represented by a daughter of the former, and a son of the latter.

The '82s were particularly and peculiarly fortunate in having for one of their number a gentleman, Mr. Freleigh, of Washington Territory. The cousins

of the class, Carrie H. and Grace G. are still busy, one in the schools of Oconomowoc, the other studying art in Boston. Visitors to the Danville College find Ella Hammers principal of the music department. Mary Van Vechten is now Mrs. Pinckney, of Chicago. For further information regarding the class, apply to Jessie Miles Strickler or Lillie Clemmer.

The class of '83 is all married and what may appear stranger still is the fact that the marriage name of all of it is the same, "Bean". Let us add, however, that this class consisted of but one, Lillie Hall, of Lanesboro, Minn. There were twelve seniors in '84, ten of whom are music teachers. We hear of them as follows: Alice Lichty at Almira College; Gertrude Halteman in Kentucky; Nellie Hobbs, teaching at the Seminary; Mary Calkins has been teaching in Osage, Iowa; Helen Perrine is Mrs. Dey, of Princeton, N. J.; Grace White Mighell lives at Waterman, Ill. There were six girls in the class of '85, and most of them are still in our midst.

Of one more class we have yet to speak. It has now seven members, Eva Hartman Slocum, Mary Hathaway Corbett, Libbie Lunt Hall, Ada Melendy, Sue Shirk Strickler, Mary White and Mary De Witt St. John. As we to-day pay a tribute to some of the living, let us not forget these Alumnae who needed not many years instruction in the School of Life to entitle them to diplomas from the Teacher whose class books are accurate, whose examinations are carefully graded, whose wisdom is unsurpassed, whose excellence is without blemish and whose instruction ceases only with Eternity.

We voluntarily call the attention of the public to one of the greatest inventions of the age for the comfort of helpless invalids, and that is THE INVALID Lifter, which is so simple it can be managed by a child. By means of it, the invalid can be moved from the bed to a chair, from chair to carriage, or from any one posture to another, without pain, and without the expenditure of the strength of others. Anyone having suffering friends will do all concerned, invalid, nurse and sympathizing relatives, a great kindness by obtaining the Lifter. Address L. M. CUTHING, Jerseyville, Ill., for particulars.

A HISTORY OF PLYMOUTH COLONY, full of interesting matter for the reading public, has lately been published by Louis H. Everts, 52 North 6th St., Philadelphia.

Mt. Carroll Seminary Anniversary.

We clip the following from the Chicago Standard, of June 24, 1886:

Mt. Carroll, always attractive and restful to the stranger from the busy world without, was never more beautiful than during the commencement week just ended. Mt. Carroll Seminary has, in her own royal way, just completed her thirty-third year of busy, useful life. Mrs. F. A. W. Shmer, the principal and proprietor, has given both heart and brain, through a long, active life, to this institution.

The baccalaureate sermon was preached on Sunday evening, June 6, by Rev. E. Wells, pastor of the Baptist church. The text chosen for the occasion was in 2 Thess., i.—11. The line of thought presented three factors in life's work: (1) A standard worthy of heaven's approval, (2) the aim of moral goodness fulfilled, (3) a constraint of personal faith. Monday afternoon was given to "Class Day" exercises. An oration, a history, a prophecy, all sparkling with school-girl humor, were set into the choicest music, making the program an attractive mosaic. The Oread society, or the girls' Parliament, has existed so long that its history, no doubt, has a respectable beginning in tradition. A most fitting name is this of *Oread* which the Seminary maiden wears. You appreciate its significance when you see her scaling the rocks in search of unsuspecting hepaticas and violets, or with net, chasing butterflies, or perchance, perched upon some ledge, you see her transferring a shaded avine or wooded upland to canvas. The Oreads gave their annual summer entertainment, Monday evening at Patterson's Opera House. Good music enlivened the program. A prominent feature of the evening was a paper read by Miss Varnum, one of the corps of teachers in the Seminary. Her theme was "Hints of the Hour." The speaker set forth the merits of the cause, both of bread-winner and of capitalist, pointed out the classes, disaffected and turbulent, and treated justly the evils arising from wasted resources.

Tuesday afternoon the Art Halls were thrown open to the public, and the year's work in drawing and painting was arrayed for public view. Miss Franklin, who is at the head of this department, is doing well her part in maintaining the reputation which Mt. Carroll has long won, of "home of the arts."

By Tuesday evening it became warm and dusty; still a large audience gathered in Patterson's Opera House to listen

to the commencement program, which was as follows:

Class Hymn—Holy is God, the Lord.....Downs	Graduating Class.
Prayer.....	
Spinning Song.....Wagner-Liszt	Miss Yates.
Oration—Women in War.....Miss Hobbs.	
Capriccio Brilliant—Op. 22, Andante, Allegro con fuoco.....Mendelssohn	(With second piano accompaniment.) Miss Graper.
Essay—The Indian and Civilization.....Miss Hofer.	
Sonata—Op. 26, Andante con Variazioni Allegro.....Beethoven	Miss Kenny.
Essay—Who Ought to Teach.....Miss Wiley.	
Vocal—E strano poter il veso suo veder! (Faust).....Gounod	Miss Yates.
Essay—Art and Artists.....Miss Wright.	
Concert—Stueck—Tempo di Marcia, Presto Gioioso.....Weber	(With second piano accompaniment.) Miss Ferguson.
Presentation of Diplomas.....	Benediction.

The audience seemed pleased with Miss Hobbs' contrasting pictures of Egyptian Cleopatra and British Boadicea. The oration merited the applause it received, both for its originality and the excellence of its delivery. Miss Hofer's essay was pronounced the most vigorous production of the evening. It was an indignant arraignment of the Anglo-Saxon civilization for its unchristian indifference to the moral as well as the material welfare of the red man. Miss Wiley set forth the duties of a teacher as required in the school-room. She intelligently pointed out the leading characteristics which the successful educator must possess, and, indeed, her ideals were not mean ones. Miss Wright's paper revealed to us that she is a worshipper of the Beautiful and True. It was laden with high thoughts on art and what the true artist should be.

At this institution as faithful instruction is given in the science of music as in the science of mathematics, or history; and when, after years of study a student receives her diploma, she undoubtedly merits it. Musicians in the audience seemed to enjoy most the "Mendelssohn Capriccio," and "Weber's Concert-Stück." We were especially pleased with Miss Ferguson's octave playing and fine technique, in the latter piece.

Before the diplomas were given to the class, Miss Joy made a brief address. Her words were thoughtful and grave; they were such words as only a brave but gentle hearted woman, who looks deeply into the meanings of life, can utter.

The reunion exercises came on Wednesday. It is the old students' day. Graduates and also those who have tarried here but a season come back to

alma mater for this occasion. Their fashion has long been to bring sheaves with them to prove that life, since their going away, has not been an idle holiday. Mrs. Jennie Shumway-Doolittle sings a pretty song from Lassen. Mrs. Clara White-Robinson's well known voice is heard in Joan of Arc. A graceful *Chopin calse* is Miss Gertrude Halteman's offering, while Miss Carrie Smith plays with fine expression Weber's charming *Polacca*. Now a delightful duet from a *Moscheles Sonata* makes the Steinway Grand to thrill with pleasure as the harmonies are sent along its strings. The performers are Mrs. Jessie Miles-Strickler and Miss Grace Coleman. An alumnae history by Miss Elva Calkins; an enjoyable essay on Madame de Staël by Mrs. Mamie Greenleaf, a Pompeian letter from Mrs. Emma Tomlinson-Loveland, and an address by IL S. Metcalf are the literary numbers of the program.

Wednesday evening the following program was given by the Music Conservatory of the Seminary:

[PART FIRST.]	
Molloy—Chorus.....The Triton Euterpe Club.	
Shumann—Faschingsswank aus Wien, op. 26 Miss Ferguson.	
Weber—Terzetto.....ma d'Ogno Rio Sompato (Der Freischütz.) Misses Topping, Ferguson and Hobbs.	
Weber.....Movement Perpetual (two pianos) Misses Graper and Kenny.	
Rubinstein.....Valse Miss Yates.	
Henselt—Etude.....If I were a Bird (With second piano accompaniment) Miss Hobbs.	
[PART SECOND.]	
Wagner—Chorus of Spinning Maidens (Flying Dutchman.) Euterpe Club.	
Moszkowski.....Valse Brillant Miss Meyers.	
Vocal.....Selected Miss Hamblen.	
Beethoven—Concerto, C major, Allegro con Brin (With second piano accompaniment.) Miss Decker.	
Lassen—(a. Ah! 'Tis a Dream, Rubinstein's b. Fly Away Nightingale, Mrs. Hazen.	
Rubinstein—Duet.....Ballet Music from Opéra Femors, Misses Ferguson and Graper.	
Costa—Double Trio.....Vanne's Collie Misses Hobbs, Hofer, Yates, Ferguson, Kenny and Hobbs.	

"The thirty-third annual concert," we read on the program card. The music was all of a high grade and was well rendered. There were, of course, various degrees of excellence in the performances. You were intoxicated with the rapid tempo of the Von Weber duet. You almost held your breath for fear of a *mistep* and then, of course, a *catstrophe*, as the two performers, each

at her own piano, fled up and down the keyboards. We have never heard a more artistic rendering of Henselt's study, "If I were a Bird," than Miss Hobbs' Miss Myers' technique was displayed to good advantage in her selection from Moszkowski. Both Miss Hobbs and Miss Myers are teachers in the conservatory. Miss Decker, the director of instrumental music, is a cultivated musician and a fine performer upon the piano. I think it but merited praise to add that we have never had Beethoven more conscientiously interpreted in our music-loving town than was the concerto by this lady.

Mrs. Dearborn-Hazzen is still director of the vocal work in the institution, as well as principal of the conservatory. Her singing has always been the climax of a Seminary program, and so it was this evening. Does she sing more beautifully every springtime than before, or is she making each season a greater conquest of all hearts? Her music masters must be the birds!

Thursday evening occurred the alumnae banquet, which closed the festivities of the week.

H. S. METCALF.

Seminary Visitors.

It has been our custom to freely entertain visitors at the Seminary, at such times and for such length of time as they choose to come and remain. We never accept any compensation for this entertainment. It has been a pleasure to receive as guests the near relatives of students. While this is true, we feel that unreasonable demands have frequently been made upon our hospitality. It has been no uncommon occurrence for friends to remain some days in the family, and there have been instances when parties have visited members of the household without recognizing in any way, the fact that they were indebted to the lady of the house for entertainment. Such visitors have come and gone as though mistaking Mt. Carroll Seminary for a free hotel, or general boarding-house for the friends and casual acquaintances of all connected with the institution. Where there are so many together, and the interests of one are connected with those of others, it will be seen there are many evils arising from a great deal of visiting. It is impossible for company to be in the house without more or less interruption to the regular duties of the day. Young ladies cannot visit with their friends without their recitations and those of their room mates being affected. In view of these facts, though not any the less hospitably inclined than previously, the Principal must hereafter reserve for herself the pleasure of inviting guests to the Seminary.

LETTERS FROM FRIENDS.

TO WHOM IT MAY CONCERN:—This is to certify that I have been acquainted with, and a patron of the Mt. Carroll Seminary, of Mt. Carroll, Illinois, for more than twenty-five years. I believe it to be the best school in the West, and can conscientiously recommend it to all having daughters to educate.

G. F. VAN VECHTEN.

(Banker.) CEDAR RAPIDS, Ia.
July 3, 1885.

"An excellent school, in which thoroughness is the aim, wherein also a pupil may help herself and be helped to an education, and where high attainments in music and the arts are available."

E. WELLS, Pastor of Baptist Church,
MT. CARROLL, ILL.

After a residence in Mt. Carroll of twenty-five years, and having educated four children in the Mt. Carroll Seminary, we think we speak advisedly and understandingly, when we say to parents having daughters to educate that the Mt. Carroll Seminary affords facilities, both scientific and musical, unsurpassed by any similar institution in the west. Respectfully,

MR. AND MRS. P. SEYMOUR.
ROCKFORD, ILL., July 2, 1885.

DEAR MISS JOY:—I have visited several of the leading educational institutions of the east, as you know, and I really think that the Mt. Carroll school is fully equal to any in point of instruction, and superior to the majority of schools in practical application. Musically, you certainly have the right thing, and that being more in my line of work, I have no hesitancy in giving my hearty recommendation and recognition of the excellent advantages you offer in this department.

IDELL MILES.

(Vocalist and teacher, Boston, Mass.)

We consider the Mt. Carroll Seminary the best school for young ladies in the United States. For acquiring a thorough musical education it has no equal in the west. In its Normal Department it is excelled by none. It offers advantages to students with limited means that no other school can, and those who can afford to pay do not fail to get the worth of their money, if they have brains to use and heart to appreciate their advantages. We can only say further: Try it and be convinced. Very Truly Yours,

C. L. HOSTETTER,
MT. CARROLL, ILL., July 3, 1885.
Attorney and Counsellor at Law.

I have known Mt. Carroll Seminary for more than a quarter of a century. From a small beginning it has grown

until it takes rank with the very best schools of the west. It is thorough in all its school work, wise in its discipline and safe in its Christian culture. The moral and intellectual atmosphere of the place is such as to make it perfectly safe for parents to send their daughters to this Seminary to be educated. The Department of Music, especially is of a high order.

D. E. HALTEMAN.

DELAWARE, WIS., July 9, 1885.

Corresponding Secretary and General Missionary for the American Baptist Home Mission Society for Wisconsin.

"Having known Mt. Carroll Seminary and its very satisfactory and successful working for a series of years, I take pleasure in commending it to the attention of parents who have children to educate and who wish a desirable location, healthful, moral and religious in its surroundings; cheerful, homelike, as a school could well be made in itself, with its teachers competent and thorough, and the principal tenderly and carefully watching over all. We can only expect, as the years go by, even larger success than in the past. With best wishes for its welfare, I remain as ever, Yours,"

C. D. MERIT.

(Late Pastor of the Baptist Church in Fairbury, Illinois.)

Mt. Carroll Seminary stands unrivalled in point of practical work. Its method of instruction requires not alone that its pupils "be simply good, but good for something." They are not taught certain rules and formulæ, that certain circumstances will produce certain results, but they are given those broad, fundamental practical principles of life, which under any circumstances, will grapple the materials at hand and transmute them at will into elements of success. There has been scarcely a day in the fourteen years since leaving the Seminary, that I have not had new occasions to be grateful for the thorough discipline received during my course of study.

WINONA BRANCH SAWYER.
LINCOLN, NEB., July 18, 1885.

MY DEAR MRS. SHIMER:—A few days since a lady asked me: "What do you think of the Mt. Carroll Seminary?" I replied: "I think highly of it; if I had a daughter to send away to school at present, I should send her there." I like the school for its general aim, scope and results. It has age enough to be no mere experiment or theory, but a success and practice that commends it to the confidence of its patrons, and at the same time it is young enough to be full of vigor, growth and improvement. Yes,

I like the Seminary and hope to learn of its increased prosperity this year.

J. P. PHILIPS.

Pastor of the Baptist Church, Beaver Dam, Wis., (Removed to Coldwater, Mich.)

July 2, 1885.

MRS. F. A. W. SHIMER, DEAR FRIEND:—It is now about twenty-five years since I first entered the Seminary as a student. During all these years I have been quite intimately acquainted with the character of the school, and I want now to bear testimony to the fact, that, in my judgment, it is the most successful academic institution in the west. I have had no hesitation in recommending it, without reserve, to my friends, and I know that all who have acted upon my recommendation have been fully satisfied. I congratulate you heartily upon the great success of your work. This is my quarter-Centennial offering and you are at liberty to use it as you may desire. Yours Truly,

H. H. C. MILLER.

(Attorney at Law, Fifth floor, First National Bank Bld'g., Room 517, N. W. Cor. Dearborn and Monroe Sts.)

CHICAGO, ILL., July 1, 1885.

MRS. F. A. W. SHIMER:—Having been a patron of the Mt. Carroll Seminary, and also well acquainted with several young ladies who have been your pupils, I do not hesitate to say that I regard your Seminary as one of the best female schools in the west, and most cheerfully do I recommend it to all parents who have daughters they design to educate. The course of instruction is thorough, the discipline excellent, the corps of teachers in all the departments the best to be obtained. Especially would I recommend the Conservatory of Music of your Seminary to all who are contemplating a musical education. I feel that I can not speak too highly of this department of your most excellent institution. Having visited Mt. Carroll and your handsome grounds and buildings, I can speak understandingly when I say you have a very healthy location, and the Seminary grounds and buildings make a delightful home for those pupils who board in the institution.

Respectfully, S. Y. THORNTON.

(Editor and Proprietor of the Fulton County Ledger.)

CANTON, ILL., July 9, 1885.

MRS. F. A. W. SHIMER, DEAR MADAM:

—With the last Commencement exercises of the Mt. Carroll Seminary, my associations as a patron terminated. One or the other of my girls has been in constant attendance eight years. I have no more girls or I should commit them to your care, feeling that they were being educated for usefulness, trained in paths

of moral rectitude and fitted to discharge life's great duties. Where to educate our girls is an important question. Where can moral culture, intellectual and physical development, with the various accomplishments that polish and adorn the character of young ladies, be secured? Where are they under wholesome restraint, surrounded by home influences and protected from the entangling allurements of society? These were to me important questions when I contemplated sending my girls away to school. In the above paragraph of this communication is my answer to these questions, viz:—If I had more girls I should commit them to your care. I thank you for your watchful care, and your able corps of teachers for the thoroughness with which they have discharged their duties. I write this letter as a slight acknowledgement of the obligations I am under to the Mt. Carroll Seminary and its official management. I shall recommend your school to my friends who have girls to educate. Hoping your future may be as prosperous as the past, I remain your friend and the friend of the Mt. Carroll Seminary.

M. H. CALKINS.

(Physician in Wyoming, Iowa, and a former member of the Iowa Legislature.)

"It is a matter of great satisfaction to me to note the remarkably advanced position Mt. Carroll Seminary, Ill., has taken in its admirable schedule for the improvement and comfort of its students. Especially in the department of musical art is its standard unequivocally high, and based upon the soundest principles of musical culture and practical value, in both vocal, instrumental and theoretical branches. The methods employed, are, as far as my knowledge of the subject goes, the BEST EXTANT, while the artistic culture and enthusiasm of the well equipped teachers in that field is worthy of the most highly renowned standards of our musical capitals. Upon correct methods in music must the future of the art depend."

WM. H. SHERWOOD.

Pianist and Teacher, 156 Freemont Street, Boston, Mass.

From the report of the Anniversary exercises as given in the *Carroll County Herald* of June 11, 1885:

The Art Exhibition at the Seminary parlors on Tuesday afternoon was attended by a large number of people, and they unite in pronouncing it the most extensive, original and finely executed exhibition yet produced by the Seminary. Judges of the art pronounce the work highly commendable and attribute to the teachers and pupils more than the usual ability in instruction and execution.

Admission to Vassar College Without Examination.

We wish to call attention of students contemplating a college course, to the fact that hereafter, pupils prepared in the Mt. Carroll Seminary, will be received in Vassar College on probation without examination. Such students must present a certificate from the Seminary showing that they are endorsed by the Principal and considered properly fitted to enter the Freshman class of that college. None will receive such certificates unless their scholarship and conduct fully merit recommendation.

Health and Comfort.

We voluntarily call attention to the *Alpha Garment*, manufactured by the Alpha Manufacturing Co., Woburn, Mass. These are woven worsted combination undersuits, made by measure to suit the individual buyer. They are the most perfect garment of the kind of which we have any knowledge. We can most heartily recommend these to all of our lady readers and advise them to send, at once, for circulars, to the above address.

Wanted—Laundress.

A reliable woman, capable of directing others, as well as working herself, is desired for the Seminary laundry. Every convenience is furnished for doing the work easily. The place is particularly desirable for a widow with a daughter to educate. Apply to

FINANCIAL MANAGER.

Mt. Carroll Seminary.

Carroll County, Ill.

The musical critic of the *Chicago Tribune* says in one of the numbers of that paper:

A program of a musical recital given by the pupils of Mount Carroll Seminary bears eloquent testimony to the quality of music pursued there. Among those represented are Lassen, Rubenstein, Spohr, and Schubert by their songs, and Beethoven by no less a work than the *Sonata Appassionato*.

WHITE'S STUDENT'S MYTHOLOGY, by C. A. White, is published by A. C. Armstrong & Son, N. Y. It is a practical work, prepared by an experienced teacher, and designed for pupils who have not yet entered, or who like the greater number of those attending our schools and academies, are not likely to enter upon a regular classical course.

RICHTER'S INORGANIC CHEMISTRY, New Ed., claims the attention of educators. It is published by P. Blackiston, Sn & Co., Philadelphia.

MOUNT CARROLL SEMINARY,

Mount Carroll, Carroll County, Illinois.

INCORPORATED BY LEGISLATIVE ENACTMENT.

Officers of Government and Instruction.

Mrs. F. A. WOOD SHIMER, Principal.
ADELIA C. JOY, Associate Principal.
Mathematics.

VANDELIA VARNUM, A. M., English
and German.

Latin and Natural
Sciences.

E. SOPHIA WINTER, Preparatory De-
partment.

MARY FRANKLIN, Art Department and
French.

Mrs. B. F. DEARBORN HAZZEN, Di-
rector of the Conservatory of Music
and Teacher of Vocal Culture.

BELLE B. DECKER, Principal of the
Department of Instrumental Music.
NELLIE K. HOBBS, Teacher of Piano,
Organ and Vocal Culture.

MADGE L. MYERS, Teacher of Piano
Harmony.

HENRY W. HAZZEN, Literature, His-
tory and Civil Government.

HENRY SHIMER, A. M., M. D., Resident
Physician.

Mrs. M. G. NIAS, Director of the Do-
mestic Department.

Mrs. F. A. W. SHIMER, Financier.

The school was opened in May, 1853, by Miss Frances A. Wood (now Mrs. Shimer) and Miss C. M. Gregory. For thirteen years both ladies and gentlemen were received as students. The building became so crowded, and the demand for room so great, that it was impossible to accommodate all; hence, it was decided best to refuse gentlemen, and receive ladies only. Still more room was needed, and in 1866-7, the Principals made a second addition to the original building, hoping to be able again to accommodate all who might wish to come. In this they were disappointed, for most of the rooms were in demand for ladies as soon as completed.

Thus it Continues a Ladies' Seminary!

In 1870 Miss Gregory retired from the institution. Mrs. Shimer purchased her interest, and thus became sole proprietor. Miss A. C. Joy, Miss Gregory's successor, is a lady eminently fitted for her position. The steadily increasing prosperity of the institution for the past

fourteen years is largely due to the superior ability and vigorous zeal brought into the work by Miss Joy.

Of the financial management, which has been one and the same in the hands of Mrs. F. A. W. Shimer for over thirty-three years, the success of the enterprise is sufficient comment. Under this management the Mt. Carroll Seminary has attained a position as an educational institution second to no similar one West or East, and a credit financially that but few exclusively business enterprises ever command.

The Continuous Growth

of the School has made repeated additions necessary till the fourth building (third addition by the Principals) has been erected. In this last addition which nearly doubles the accommodations, the appointments are superior to those before furnished. Modern improvements in modes of heating, ventilating, supplying water, etc., add much to the comfort and pleasure of the home-life of students.

Says an eminent gentleman of Chicago, in a letter to the Principal, "Yours is the only institution in our knowledge that moves steadily forward without any whining or begging."

NEVER IN ALL THESE THIRTY-THREE YEARS, HAS THE PRINCIPAL ONCE ASKED A PERSON FOR HIS OR HER PATRONAGE. NEVER HAS AN AGENT BEEN EMPLOYED TO SOLICIT PUPILS OR FUNDS. THUS THE SCHOOL HAS NOT HAD THE BENEFIT OF THE MEANS USED IN MOST INSTITUTIONS TO SPREAD WIDELY ITS NAME AND REPUTATION, AND HENCE IT IS NOT SURPRISING THAT IN MANY LOCALITIES IT IS UNKNOWN. Its students have, as a rule, been of a character to commend the school, and they prove a most successful advertisement of its worth. As the number increases, and its Alumnae scatter to nearly every state in the Union, the influence widens. This institution shows a record of steady, healthful growth and prosperity, that can safely challenge a compeer.

THE INSTITUTION HAS A DELIGHTFUL SITE,

containing twenty-four acres, located in the city of Mt. Carroll, Carroll Co., Ill., ten miles from the Mississippi river.

The South-West & Chicago Pacific divisions of the Chicago, Milwaukee & St. Paul Railway—formerly known as the Western Union—passes through the place, opening direct communication east to Chicago, Milwaukee, Racine, etc., and west via Savanna, the nearest point on the Mississippi river, to Fulton, Clinton, Rock Island, St. Louis and Council Bluffs, and through them to all points north, south and west. This C. M. & St. Paul Railway has 5,000 miles of road traversing all quarters of the northwest thus making Mt. Carroll easy of access. Its managers favor all connected with the Seminary with reduced rates over their road during the holiday vacation.

THE SEMINARY GROUNDS ARE HANDSOMELY LAID OUT

and ornamented with evergreens and deciduous trees of nearly every variety grown in the latitude. Spacious flower gardens filled with plants, give abundant bloom the entire season. For winter ornamentation, a conservatory has been added to the new building. On the Seminary grounds and farm is grown every variety of fruit and vegetable of this climate. Some two thousand apple trees, two acres of grapes, with every other hardy fruit in equal abundance, are cultivated for the exclusive use of the institution. The patent refrigerator lately built, having eight rooms for cold storage, gives ample facilities for preserving fresh the abundant fruit of the grounds. There is a greenhouse now added, with a cottage adjoining.

THE HEALTH OF THE INSTITUTION

justly claims attention. Sickness among the students rarely occurs. The school is entering upon the thirty-fourth year of its history, and during this entire period only two deaths have occurred among the students, and these at an interval of twenty years. A more healthful location scarcely can be found, or better sanitary regulations be devised than at this institution.

The Principals urge parents to assist in maintaining the health of the institution and explain themselves by quoting from the catalogue of a sister institution. "We request that you do not send boxes of rich cake and confectionery to your daughters. Also, that you

do not furnish them money with which to buy these things. They are a fruitful source of sickness. Parents send us headaches and dyspepsia by express. We cannot send them back; they stay to plague us. It gives a child a moment's pleasure, and this through the appetite. It always teaches selfish, unwomanly ways; it breeds discontent; it interrupts studies; it is a premium upon sickness, and is a mistaken kindness. Our table is alike for all, and enough for every want of health."

A SKILLFUL PHYSICIAN,

resident in the institution, gives attention to any slight ailments that may occur, free of charge.

COURSE OF STUDY.

PREPARATORY DEPARTMENT.

Orthography, Penmanship, Elocution, Mental and Written Arithmetic, English Grammar, Geography, United States History, Elements of Book-keeping, Latin Grammar and Reader, Algebra, (Olney's complete, one year.)

Collegiate Department.

FIRST YEAR.

FALL TERM—Algebra finished, Latin, History.

WINTER TERM—Analysis, Rhetoric, History, Latin.

SPRING TERM—Rhetoric, History, Latin.

SECOND YEAR.

FALL TERM—Geometry, Natural Philosophy, Latin.

WINTER TERM—Geometry, Chemistry, Latin.

SPRING TERM—Trigonometry, Chemistry, Latin.

THIRD YEAR.

FALL TERM—Zoölogy, Physiology, Latin.

WINTER TERM—Physiology, (six weeks,) Botany, (six weeks,) History of Art, Latin.

SPRING TERM—Botany, Civil Government, Latin.

FOURTH YEAR.

FALL TERM—Geology, Literature, Evidences of Christianity.

WINTER TERM—Astronomy, Literature, Intellectual Philosophy.

SPRING TERM—Moral Science, Intellectual Philosophy, Butler's Analogy.

The Normal Department.

The following subjects are required of graduates from this department:

Studies of the Preparatory Department. History (one year,) Physiology, Composition, Rhetoric, Zoölogy, Botany, Algebra, Natural Philosophy, Geometry, Plane Trigonometry, Astronomy, Chem-

istry, Geology, Civil Government, Political Economy, Literature, Intellectual Philosophy and the Elements of Drawing. It is preferred that Latin be added to the above named studies.

In connection with the course in the Normal Department, students receive special drill in methods of teaching.

The Common branches are reviewed before graduation.

Students may be fitted for an advanced class in college, by receiving instruction in branches not included in the above course.

Pupils who can not complete a course of study, may select subjects by consulting the Principal.

Equivalent studies are accepted for certain subjects in the regular courses.

Lectures

on Anatomy, Physiology, Natural Philosophy, Astronomy and Natural History by H. Shimer, A. M., M. D.

Lectures on History and Literature, by Henry W. Hazzen, Esq.

Conversational lectures on Art; Habits, Teaching, Manners, etc., by the different teachers of the institution.

Lectures on different topics by speakers from abroad, will be had during the year.

NATURAL HISTORY.

The fine collections Dr. Shimer has made of specimens in the various branches of Natural History add much to the interest of students pursuing this study. Instruction in Taxidermy is given, specimens being furnished, so that each may obtain a practical knowledge.

APPARATUS FOR ANATOMY AND PHYSIOLOGY.

the original cost of which was over fifteen hundred dollars, consisting of a full-sized manikin, mounted human skeleton, human bones separate, and numerous charts, etc., illustrate fully the subjects of anatomy and physiology.

EXPERIMENTAL CHEMISTRY

receives attention, and those who take a special course of lessons in this work, will be charged with the extra material used in experiments, the extent of which may be decided by a vote of the class making this a specialty.

MODE OF STUDY.

The boarding pupils study in their private rooms, and thus enjoy advantages for investigation and thought which a public school room can not furnish.

Teachers' meetings are held each week and the progress of pupils is reported to the Principal, and the standing of each carefully considered.

COMPOSITION.

In addition to the usual essays required of students, the pupils meet once or twice a week in classes, and receive general instruction in composition and careful criticism upon work done in class. Abstracts in history, literature and kindred subjects are required, and thus every opportunity is given for practice, that young ladies may be able to express thought easily and well.

EXAMINATIONS.

both written and oral, occur monthly, and a report of the standing of each student is sent to parents or guardian. Should any young lady enter the institution whose early advantages have not been such as to admit of the test of a public examination, it may be private by special request, being made to the director of studies.

Whatever may be the advancement of pupils otherwise, they will be required to devote time and attention to reading, spelling and penmanship, if found deficient in these branches.

A pupil of superior ability and application may complete a course in less time than that shown in our circular. Those whose attainments admit of it, may enter an advanced class, and graduate as soon as they pass an examination in the required studies, providing an unexceptional deportment is maintained.

Our system of instruction contemplates a thorough preparation for the ordinary duties of life, a proper cultivation of the better elements of human nature, that young ladies may be suitably prepared for what should be the higher duties and enjoyments of life.

Students entering the freshman year will be examined upon all studies in the Preparatory Course. No student will receive a diploma without having completed the several branches in the Seminary, or passed an examination upon work done elsewhere. This will be demanded unless the testimonials of scholarship are from parties who are known to be strict in their requirements.

DIPLOMAS.

with the usual honors, are conferred upon those completing, satisfactorily, the Collegiate and Normal courses.

PHYSICAL CULTURE.

the importance of which can not be over-estimated, receives attention daily, systematic exercise being insisted upon. The uniform good health of our family is sufficient evidence of care in this direction.

BOARDING.

An abundance of healthful food is furnished, consisting largely of cereals, fresh fruits and vegetables. Every

proper means is used to secure a cordial home feeling, which not only adds to happiness, but is a desirable aid to the improvement of time.

Pupils can spend their vacations at the Seminary if they so desire. All students not having homes in or near the city, are expected to board in the seminary, unless special arrangements are made with the Principal. This is required that teachers may exercise that general care that seems necessary for the best good of pupils.

CALLS.

The private rooms of the boarders are strictly prohibited to the day-scholars, and all callers or visitors. Without special permission to the contrary, given by one of the Principals, all calls must be received in the Reception Room or Library.

No young lady will receive calls from young gentlemen in town unless introduced by the Principal, parents or guardians. Persons calling on pupils will please send their names and requests to the Principal. No stranger will be received as a visitor to a pupil unless satisfactory evidence is given that the visitor is known and approved of by the parents or guardian. If a gentleman, he will be expected to present to the Principal a note of introduction from parent or guardian of the young lady upon whom he wishes to call.

VISITING ON THE SABBATH.

Receiving visits or traveling to or from home will not be permitted Sunday, except in cases of extreme necessity.

All pupils are expected to attend church and Bible class on the Sabbath, at such places as the parents or guardian may designate, unless weather is unfavorable or the pupils not well.

THE CLOTHING

of pupils should be plain and neat; extravagance in dress and jewelry are particularly deprecated. Every article of clothing and bedding must be distinctly marked with the owner's name, before it can be received into the laundry.

In the outfit, rubber overshoes, umbrellas, towels and table napkins should not be forgotten.

If parents or guardians wish to furnish pocket money for necessary purchases, it should be deposited with the Principal or in the seminary safe.

BORROWING OR LENDING MONEY

or any article of clothing, among students, is strictly forbidden. Merchants and shop-keepers in town are earnestly requested not to give credit to any student, unless previous permission to that effect is given by the parents or guardians in writing.

CORRESPONDENCE.

An extensive, trifling correspondence is highly pernicious to pupils, and should not be allowed. Parents will communicate their wishes in this matter, and furnish to the Principals a list of correspondents approved by them.

Should pupils in their correspondence with home friends express dissatisfaction, or complain of the rules of the school, or anything pertaining thereto, the Principals earnestly urge the propriety and justice of being informed without delay, in order that the wrong, if there be any, may be searched out and corrected. A prompt, frank communication from the persons immediately concerned, will receive that attention the importance of the case may demand.

TELEGRAMS, ETC.,

should be addressed to the Principals instead of the students.

General Expenses.

Based on an estimate for boarding at \$2.91 per week, and (with ten per cent. off to yearly patrons, boarding net, \$2.62 per week) all other expenses at correspondingly low rates, giving total estimate as follows: Boarding, private furnished rooms warmed and lighted, washing and ironing, (nine pieces per week), tuition in entire English course, with the privilege of Latin and incidentals, all for

Fall Term of 15-37 yr., (longest term of year) from \$92 to \$106.

The difference in rates depends on the room occupied; all are pleasant and well furnished, but differ in size, location and accommodations.

Winter Term, 12-36 yr., from \$73 to \$84.

Spring Term, 10-37 yr., from \$61 to \$70.

Total gross expenses per year, \$226 to \$260.

From which to yearly patrons ten per cent. is deducted, which gives net \$203.40 to \$234 per year.

Many pupils come to the Seminary for the study of Music alone; some for Music and Painting, and some for Art alone. To such, a deduction of \$30 per year from the above yearly rates is made. Tuition in Music and use of instrument to be added, as per schedule of Conservatory prices. This class of students do not take the studies of the English Course, but may have all the privileges of class Elocution, Class Drawing, Penmanship and Composition.

EXTRA (BUT OPTIONAL) EXPENSES FOR ORNAMENTAL BRANCHES, ETC.

Instruction in the Art Department, per hour \$ 25
Modern Languages, each per year 20 00
Greek, per year 30 00
Latin, free to students boarding in Seminary, and pursuing the regular course.

Diploma, \$3.

For teacher's provision or system of Pecuniary Aid, see third page of cover.

PAYMENTS

are to be per term in advance. As this is important for the prosperity of such an institution, we urge a strict observance of this requirement. *Credit may be given, however, bills being settled by note within fifteen days from entering, reliable reference being named.* It will be noticed that a discount of ten per cent. from the bills for the year for boarding and tuition in English Course is given yearly patrons, which will be taken from the last payment of the year. It is understood that this is made in case patrons comply with the terms of payment, as named above. It is not reasonable to expect us to wait an indefinite time for the settlement of bills, and to make the same discount as to those who settle promptly and according to conditions necessary to justify the discount. It is no excuse for delinquency that the "bill is not presented." Our circulars show just what the expenses are, and anyone really desirous of being prompt, can present at least a sum approximating the regular term payments. *Where this is not done in the future, we shall feel justified in making the bills at the close of the year, without any discounts.*

A furnished room has a closet for wardrobe, carpet, bureau, mirror, bedstead, (with spring-bed bottom, mattress and pillows), stove, (if the room is not heated by furnace), chairs, study stand, pitcher, or water carrier, broom, dust-pan, kerosene lamp and oil can.

Students furnish their own towels, napkins, table-fork and teaspoons, and for their beds, each one pair of sheets and one pair of pillow cases, one bed quilt and one blanket.

CLERGYMEN AND MISSIONARIES

if engaged in the work of their profession exclusively, or if superannuated, receive a discount of one-fourth from price of boarding, tuition in English course, washing, fuel, lights and use of room. This same discount is given the daughters of deceased clergymen. Tuition free in the English course to daughters of soldiers who lost their lives in the service. If the attendance of either of these classes of students is

less than a school year, or bills are not promptly settled according to the above requirements, no discount will be made, but full rates charged the same as any student attending less than a year.

N. B.—A comparison of the expenses of different schools is expected from those seeking one to patronize. We would bespeak for our circular a careful examination. It will be seen we put all in one estimate, thus the cost seems greater than that of some few similar institutions; but when the expense of various necessary items not furnished, that must come in as extras in bills of those apparently less expensive schools, as lights, washing, carpets and various other articles of furnishing, it will be found the aggregate cost far exceeds ours, besides causing numerous petty annoyances. Again to yearly patrons the discount of ten per cent. reduces the actual cost to very much less than that of most schools of equal merit. The real cost is no more, and as a rule less than at similar schools *claiming especial merit as inexpensive. Examine and note what is furnished.*

THERE ARE NO CONCEALED EXTRAS.

We have set forth every item of school expenses necessarily incurred by pupils, and give them so fully and explicitly that we flatter ourselves all inquiries are anticipated and answered.

MANUAL LABOR

is not required of any, but opportunity is given all who wish to economize expenses, or who desire it for the regular exercise it affords, to do from one to three or more hours' work per day. For this the pupil is paid by the hour, the price varying from five to fifteen cents, according to the kind of work done, the faithfulness of the worker, and the responsibility involved. Ten cents per hour is the usual average price for domestic labor not involving responsibility.

IN ORDER TO AID STUDENTS WHO MUST ECONOMIZE,

we rent a few unfurnished rooms to boarders at very low rates. The pupil supplies needed articles for her room, fuel, lights and washing from her home. Those living near Mount Carroll may thus very materially reduce expenses.

Our desire is to bring the advantages of a first-class institution within the reach of all worthy young women, hence let none who are willing to make reasonable sacrifices for an education hesitate to apply to us. We take pleasure in helping those who will help themselves.

APPLICATION FOR ADMISSION

to this school should be made as early as possible in order to secure the choice of rooms.

Applicants should give name, age, attainments, and the probable time of remaining in the institution.

TESTIMONIALS OF CHARACTER

are expected from all strangers entering. They may be from a pastor or former teacher, or any responsible person of whose standing the Principal may learn.

PUNCTUALITY.

A high standard of punctuality is required in every department of duty. Without it, character for study and scholarship can not be maintained. If education is worth anything, it is worth what it costs to make it thorough. It is therefore expected that every pupil will be in her place at the appointed time, even at the expense of personal sacrifice and inconvenience.

Any accepted applicant being disappointed in her purpose to enter school, should give immediate notice, that the vacancy may be filled.

NO REDUCTION

will be made to any student who leaves the institution before the close of the term, unless notice be given of such intention on entering, or in case of protracted illness of the pupil.

No deduction is made for absence from the school or family during the session, except in case of severe illness, and that for a longer period than four weeks. No one will leave the institution on the plea of illness, but by the advice of a physician. In case of sickness, immediate attention is given by the Principals to the wants of the patient, and the care and comforts of home provided.

A request from parents or guardians for the student to leave the institution, to visit home or for any other purpose, should be addressed directly to the Principals.

DAMAGES.

The occupants of each room shall be answerable for the damages done it during the time of occupancy.

BOOKS, STATIONERY, ETC.

Much annoyance is sometimes occasioned to teachers and pupils by a want of uniformity in the editions of the same work for text books. To obviate this difficulty, and as a convenience to pupils, there will be kept in the Seminary all books, sheet music, stationery etc., that may be needed, for sale to pupils at the lowest prices. These are cash articles and in case credit is desired, an additional per cent. must be paid by those accommodated. It is hoped,

however, none will ask it. Text books used in the regular English course may be rented by pupils in the Manual Labor Department.

Pupils are requested to bring for reference such text books as they may have. A very large part of the instruction is oral, or obtained from other sources than from the particular book chosen for daily use.

Conservatory of Music.

A systematic course of study, with well defined grades, is evidently necessary in an institution of this kind, to give music a place among other branches of instruction. We have arranged such a course as will give variety to the pupil's work and acquaint her with the different schools of musical composition as well as to assist in the rendering of the best compositions of first-class writers, both ancient and modern. The sonatas of Hayden, Mozart and Beethoven will occupy a regular portion of the pupil's attention, and the cultivation of the taste and appreciation of the pupils will be constantly kept in mind.

The department of organ playing will receive special attention, and will include the works of the best classic writers. Pupils will be taught to play a score correctly without the use of the old fashioned "thorough bass" figuring, which involved constant violation of the rules of strict musical composition, and which has no place in modern organ playing. Knowledge of the construction of the pipe organ of the present day will be imparted, together with instruction in the department of registration.

It will be the aim of the instructor to assist the student in harmony to a practical comprehension of the rules of musical composition, and to encourage and cultivate whatever germs of talent may show themselves.

The "thorough bass" method mentioned above, is incidental to harmony, and is included in it. The study of "harmony" or "musical theory" will further be made practical by being called to the pupils attention in connection with piano forte and organ playing, enabling the performer to obtain an understanding of the construction of what she is playing. A mastery of Grammar is not more indispensable to the accomplished orator, than a mastery of harmony is to one who would excel in music. It must underlie all sound culture.

The system of daily lessons in music has been tested here many years. Its advantages are various and need not be enumerated. The results are the most thorough and complete musical discipline, helping to build up a Con-

servatory of Music second to none in completeness.

It will be seen that the advantages here offered are fully equal to those of the best eastern Conservatories, while *expenses are very much less.*

Class lessons, half hour each, in class of two, every other day, from Director or Principal, per year.....\$50 00

Class lessons, half hour each, in class of two, with two lessons per week from Director or Principal, per year.....\$40 00

It is designed in the Piano Method to impart correct *principles* of technique. The sensibility and will of the pupil are largely exercised in giving direction to muscular action, so that which is often purely "machine" work, is brought under mental control. Thus are soon developed a musical perception and discrimination in regard to tone and touch, qualities greatly needed as a means to fine interpretation.

Careful attention is given to the use of the pedals, (especially the damper,) in accordance with Wm. H. Sherwood's ideas on the subject, as expressed in a supplement to the "*Etude*," for September, 1884.

The following Piano Course can but serve as a clue to the work, for there must be made necessarily many variations, in adapting it to the needs of individual pupils. In all cases, as soon as practicable, a varied selection of pieces from the works of the best composers is given; and with many pupils it is often thought best to make these pieces take the place of "studies." That is, they are so analyzed with reference to the qualities demanded in a tasteful and conscientious musical rendering of them, that the pupil may come to have a realizing sense of any technique involved, as a *means* and not the *end* of interpretation.

HISTORY OF MUSIC is a requisite for graduation, and the Piano Rehearsals are illustrative of the development of Piano Music.

The Graduating Course of Music.

GRADE I.—Five finger exercises *without notes.*

Köhler, Op. 218.

L. H. Sherwood, *Ecole de Facilité.*

GRADE II.—Wieck, Method in technique.

Bertini, Op. 29.

Heller, Op. 47.

Sherwood, Metronome Orchestration.

GRADE III.—Wieck, (continued.)

Kullak, Op. 48, bk. I.

Matthews, Studies in Phrasing.

Bach, Five Part Inventions.

Eschmann, Op. 22

GRADE IV.—Cramer, 50 Select Studies.

Tausig, Daily Studies, bk. I.

Kullak, Op. 48, bk. I, (continued.)

GRADE V.—Tausig, Daily Studies, bk. II.

Kullak, Op. 47, bk. II.

Moscheles, Op. 70.

The Advanced Course on Piano.

Tausig, Daily Studies, bk. III.

Kullak, Op. 43, bk. III.

Chopin, Some of the *Etudes*.

Bach, Fugues, (selected.)

Also, an extended study of more difficult compositions of various styles than that required of graduates.

Graduating Course in Harmony.

ELEMENTARY—From one to one and half years. This includes oral drill in the leading facts and rudiments, Chart and Church music, Analysis of chords, thorough bass, etc., and the application of the chief principles to simple exercises in chord connection, cadences and modulations.

The apparatus used is that arranged by the Rev. L. H. Sherwood, in his music school at Lyons, N. Y.

ADVANCED—Additional time, ordinarily a year; Weitzmann's Manual of Theory is taken as the basis of instruction.

The Extended Course in Theory

comprises Extended Harmonics, Analysis and the Elements of Counterpoint and Form.

CONCERTED PIECES.

During the course pieces suited to the different grades are selected from the composers Jensen, Grieg, Blumenthal, Reinecke, Tchaikowsky, Rubenstein, Moskowski, Gounod, Schumann, Mendelssohn, Chopin, Wagner, Liszt, Beethoven and others.

The Elementary Course in Harmony is required of graduates in both the Vocal and the Instrumental departments.

DEPARTMENT OF VOICE CULTURE.

It is perhaps more difficult in voice culture to specify a particular course than in any other branch of music. There are seldom two voices that admit of like training. To treat successfully the different characteristics of each voice demands large experience and special adaptability.

The first step toward voice culture, is to locate the tones so as to produce a clear, perfect vibration on every note throughout the compass of the voice, without any strain or help from the throat. In order to do this, much attention must be given to acquiring a correct method of breathing. The success of the vocal student depends almost entirely on these two things: location of tone, and correct breathing—something very difficult to make most beginners understand.

Exercises for clear enunciation, both in English and Italian, are very important. Exercises in vocal technique, for flexibility and sweetness of tone, should receive daily attention.

The teachers should select from the standard works such studies as are best adapted to the advancement of each pupil. We aim to do this, and use studies by Concone, Vaccai, Marchesi, Panofka, Nava, Bordogni and Lamperti, as necessity requires.

A choice variety of English, German and Italian songs are given from time to time. As the pupil advances selections from the standard operas and the study of the principal oratorios receive particular attention.

COURSE OF ORGAN STUDY.

FIRST GRADE—(a) Rink's "First Three Months at the Organ;" (b) "Thirty Elementary Studies," by Best.

SECOND GRADE—(a) First Book of Rink's Organ School; (b) Whiting's First Six Months at the Organ.

THIRD GRADE—(a) Dudley Buck's eight Studies in Pedal Phrasing; (b) Bach's easier preludes and fugues.

FOURTH GRADE—Rink's Organ School, fourth and fifth books.

GUITAR—Carcari's Method.

The utmost thoroughness will be insisted upon in each and all of the above departments, and no pupil will be allowed to rush over piano studies, as scholars are too frequently permitted to do.

DIPLOMAS IN MUSIC

are conferred upon those who complete the prescribed course of study satisfactorily.

An extended course of music, occupying one or two years, is arranged, which some of our students take after completing the regular course and receiving their diplomas. To such, who may attain superior excellence in expression and execution, medals are presented.

The instruments in use in this institution are far superior to those usually found for practice. Of pianos, organs, melodeons, guitars, etc., (including occasional ones brought by students), there are over thirty in use in the building. Among them is a parlor grand, a superior Chickering upright piano, and two large double bank organs, full pedal bass, giving every requisite for acquiring the touch and use of the church organ.

N. B. Over twenty *new* pianos were put to use in the Conservatory in 1882.

The *Technicon*, a machine lately brought before the public, a notice of which is given in another column, will be in use this coming year by conservatory pupils.

TERMS AND EXPENSES IN THE MUSICAL CONSERVATORY.

The cost of instruction we believe we have reduced to the lowest possible figures for a first-class institution. Besides the lessons given by the Principals, several associate teachers who are thoroughly competent instructors, give lessons under the supervision of the Principals, who are responsible for the conduct of the entire conservatory. Every pupil's standing and classification is determined by the Principals and her lessons directed and controlled by them, whether under their daily instruction or under that of an assistant. Thus, while pupils taught by an assistant have instruction at a very low price, they really have the benefit of the large experience of the Principal.

CONSERVATORY EXPENSES.

Instructions in Piano, Organ (Pedal Bass) and Guitar Music; Vocalization, (voice building,) each:	
Private daily lessons per year, of assistant	\$48 00
Private lessons (same as daily) two per week, per year	22 00
Class lessons, class of two, daily lessons, per year	30 00
Harmony, two lessons per week, one hour each, four in class, per year	25 00
Private daily lessons from Principal, of either the vocal or the instrumental department, per year	97 00
Private lessons from the same, two per week (same as daily), per year	40 00
Class lessons, half hour each, in class of two every other day, from either of the Principals, per year	50 00
Class lessons, half hour each in class of two, two lessons per week from either of the Principals, per week	40 00
Harmony and Musical Composition, class of four, from Principal, two lessons per week, of one hour each, per year	40 00
Use of Piano or Organ, one hour per day, per year	10 00
Use of large Pedal Bass Organ, one hour per day, per year	13 00

The arrangement of terms, it is apparent, brings the very highest order of instruction within the reach of those to whom otherwise it would be wholly inaccessible; instruction, which, in the larger cities, cost \$4 or \$5 per lesson, is here furnished at a mere nominal cost. While, therefore, the conservatory offers to the wealthy the best advantages money can procure, it also offers the same to those of limited means.

THE DEPARTMENT OF ART

is given a prominence not usual in Lit-

erary Institutions. Here it has the same careful attention as the Collegiate Department, and many students devote their time almost exclusively to this department. It is so graded that all who desire can graduate with the same honors as in Music.

THE ART COURSE

comprises Pencil, Crayons, Water Colors and Oil Painting, and is arranged as follows:

FIRST YEAR—Pencil Drawing in Landscape, Flowers, Fruit and Figures, Elements in Perspective.

SECOND YEAR—Crayon and Water Colors, Object Drawing with Practical Perspective.

THIRD YEAR—Oil Painting* from copies, to acquire manual execution.

FOURTH YEAR—Oil Painting in connection with the Aerial Perspective and Higher Studies.

The course of Perspective will embody the system of Chapman, Pensley, Krusi, and others, with practical application of sketching from nature.

The study of Perspective will be a more prominent feature of the Art course than formerly and more time will be devoted to sketching from nature.

The object of the course is to educate the mind, as well as the eye and hand, that the pupil may be able rightly to appreciate and perpetuate the beauties of nature, rather than to "paint pictures."

Portrait painting will receive special attention this coming year.

Instruction in *reposé* work and wood carving given when desired.

For those who wish to devote themselves entirely to art studies, a course of private reading is furnished, and other helps to a rightful understanding of the Theory and History of Art.

Many come to us with the intention of making a specialty of Music and Art, who wish to pursue studies in connection with either one of these, but are unable to remain for a sufficient length of time to complete the Collegiate course. To such we would especially recommend the following: The Common branches, History of Greece, Rome, France and England, Physiology, Rhetoric, Natural Philosophy, Chemistry, Botany, English and American Literature, History of Art and German.

Calander for 1886-87.

The academic year is divided into three terms:

Fall Term (34th year,) opens on Thursday, September 9, 1886.

Fall Term closes December 22, 1886.

Winter Term opens January 6, 1887.

Winter Term closes March 30, 1887.

Spring Term opens March 31, 1887.

Spring Term closes June 8, 1887.

Summer vacation from June 9, 1887, to September 8, 1887.

Seminary Faculty.

Mr. and Mrs. Hazzen, before returning to their summer home in New Hampshire, attended the National Musical Association, held in Boston. They were joined on their way East, by Miss M. Myers and in Boston, by Miss Decker who also attended the Association. Miss Decker spends the summer in Boston, New York City and at home, near Lyons, N. Y. Miss Myers remains most of the season in Boston for the purpose of studying. Miss Varum spends the summer in Franklinville, New York. Miss Reynolds is at home, (Mt. Pleasant, Pa.) She enters the Medical Department of Ann Arbor in September.

Miss Franklin is in Georgia, expecting to be among the mountains sketching much of the summer. She will bring back some studies for her class.

Miss Hobbs is engaged as accompanist for the Musical Convention to be held at Clear Lake, Iowa, in August.

Miss Winter will be, during the vacation, with relatives in Niles, Mich.

Mrs. Nias will spend August in Milwaukee or Sparta, with friends.

Dr. and Mrs. Shimer and Miss Joy will be at the Seminary most of the vacation.

Marriages.

Since our last anniversary the following marriages have been announced:

M. J. Doolittle and Jennie M. Shumway. Residence, Lanark, Ill.

Fred E. Neahr and Fanny L. Eldred. Residence, Chippewa Lake, Mich.

Jacob L. Strickler and Jessie Miles. Residence, Sterling, Ill.

J. H. Barlet and Rea Kerr.

Thomas Harvey and Maud George.

Edwin I. Cameron and Kate Robbins Kulp. Residence, Davenport, Ia.

J. M. Heald and Alice Green. Residence, Nashua, Ia.

MISS MILES.—At the Central Presbyterian Church last Sunday morning, Miss Idell Miles, of Boston, assisted the Choir and sang "Refrain Thy Voice from Weeping" in a delightful manner. A stranger in the city, she has both socially and musically secured a strong hold upon Des Moines people during her short visit, and her many friends will hope for a speedy return. Also at Plymouth Church Miss Miles favored the audience with a solo, which was the best received of the evening. Miss Miles is possessed of a clear, sweet soprano voice, rich in the lower register, and under most perfect control. Her method shows careful training, combined with no small amount of natural talent, and her pleasing presence aided in making her a general favorite. She will always be warmly welcomed by Des Moines audiences and will be assured a good hearing.—*Iowa State Register.*

PERSONALS.

Miss Ada Bailey is again with her sister in Nebraska.

Miss Ida McNutt is teaching in Humboldt, Ill.

Miss S. C. Clark is to spend the summer in Germany.

Miss Marie Plattenburg is in Canton, Ill., with relatives.

Miss Grace Goss has been studying in the Boston Art School during the past year.

Dr. Mastin and others of his family were guests of Mr. Geo. Mastin anniversary week.

Miss Lucy Rundell spent the past winter in DeLand, Fla., returning in April to her home in Alden, N. Y.

Miss Lillie Clemmer has accepted a situation in the Lanark public schools for the ensuing year.

Miss Alice Ferris has gone to Pawnee City, Neb., where she will have a class in drawing and painting.

Miss Mattie D. Vernon, is cashier and book-keeper for McCabe Bros., in Rock Island.

Miss Frank Warner has been teaching in Rockford during the past school year.

Mr. A. Artman writes us from Medora, Ill. He will be remembered as a Seminary student in 1853 and later.

Miss Elisabeth Clark, a member of the class of '84, is teaching vocal music in Bethany College, Kansas.

Mrs. Fannie Ireland Hart sends most cheering messages from her home in Charter Oak, Iowa.

Mrs. Anna Roper Thayer is connected with a quartette choir in one of the Springfield, (Ill.) churches.

Mrs. Libbie McClosky Henry, a pupil of twenty-five years ago, sends her address as Friendship, Ind.

Miss Lola Hull resides in Union Center, Iowa, and wishes to be remembered to friends through the Oread.

Miss Helen Eacker still remains in charge of the public schools of Delphos, Kans.

Mr. E. H. Metcalf finished his medical studies in March and has opened an office in Mt. Carroll.

From the *Standard* we learn with regret of the death of the daughter of Prof. A. Griffith. Some of our readers will remember her as a winsome little girl of much promise who was, for a time, with the rest of the family, a member of our household.

Miss Della Angle continues her connection with Stephens College, Mo., where for several years she has been in charge of the Vocal Department.

Miss Hattie Eastabrook returns in October to Farmington, Conn., as assistant teacher of natural sciences in Miss Porter's school.

An unusually large number of rooms have been engaged for the coming year. The prospects, in every way, are encouraging.

Miss Cora Wishon, with her mother, started immediately after the closing exercises for Cheyenne, Col., to visit her sister, Dr. Jennie Wishon Buchanan.

Mrs. Gertrude Brown Murrah sends greetings from Cereal Springs where she has established a Seminary of which she is principal.

Miss Laura Holland has been teaching music in Adam's Station, Tenn. Her health having failed she refers the principal to Mt. Carroll for a successor.

Mrs. M. Moffett Ludwick presided with much dignity and ease at Reunion giving a most appropriate *Welcome* as an introduction to the other public exercises.

Miss Blanch Strong has established herself as music teacher in Minneapolis, where she is meeting with deserved success.

Mrs. Emma Tomlinson Loveland, with her husband, is still in Europe. She sent a paper to "Reunion" which was read by her sister, Miss R. Tomlinson.

Mrs. Clara White Robinson, with her husband and little son, visited home friends in June and attended the Anniversary exercises.

Mr. and Mrs. John Rinewalt, Mr. and Mrs. Will Hallett, and Mr. and Mrs. J. Strickler were in Mt. Carroll during Commencement week.

The address of Mr. Charles W. Colehour, is Colehour, Cook Co., Ill.; Mr. James Colehour and Mrs. Susie Colehour, Jacobsen, Battle Lake, Minn.

Miss Idell Miles returns to Boston as she has recently received an appointment to a very desirable position in that city.

Mrs. M. C. Cleveland Harvey resides in Ottawa, Kan. She and her sister, Mrs. Dibble, will be remembered by a number of our readers as among their former teachers.

Miss Fannie Barker has spent most of the year at home, but was at the Seminary for a short time and, while there, continued her art studies. She has been giving some attention to German the past season under the instruction of a native teacher.

Lieut. and Mrs. Greenleaf have spent the winter in Augusta, Ga. They are to be in the mountains of North Carolina during the summer.

Miss Mae Christie visited Mt. Carroll in June, the guest of Miss Jennie Hughes. Miss Christie has a music class in Elgin.

Miss Gertrude Halterman returns to Clinton College (Ky.) in September, to continue in charge of the music department. She was one of the Seminary guests during anniversary week.

Miss Vena Hurley was home during anniversary week. She continues her engagement with the studio in Chicago, with which she has been connected for some time past.

Misses Lura and Carrie Pennell, with Mr. and Mrs. Pennell, are making DeLand, Fla., their home. Miss Flora Pennell will spend part of the coming year with them.

Miss Alice Lichty has been in charge, during the past year, of the vocal department in Almira College, Greenville, Ill. She returns to the school in September.

Mrs. Shimer was pleased to receive a call, in June, from Mr. and Miss Cotton, of DeWitt, Ia., son and daughter of Mrs. Mercy Brown Cotton, a pupil at the Seminary in 1857.

Miss S. Wiley, who graduated this June has had the offer of three situations for the coming year and has decided to accept the one in the public schools of Pawnee City, Neb.

Rev. J. Phillips and family are now located in Coldwater, Mich. They still continue to express a deep interest in Mt. Carroll Seminary and all connected with it.

Miss Louvia Cole has a situation involving considerable responsibility in the *News* office, of Chicago. Her sister, Miss Emma, spends the summer in the west.

Miss Carrie Howard visited in Mt. Carroll and Sterling in June. She will continue another year her connection with the public schools of Oconomowoc, Wis., or go to Sterling, Ill., as assistant in the High School, this place having been offered her recently.

Miss Sarah Hostetter has been in charge of the Music Department in Groton College, D. T. during the past year. She and her sister, Mrs. Susie McKay, are in Colorado Springs, Col., where they will remain for a few weeks. Miss Jennie McKay and a younger sister have been at the Springs for more than a year in search of health. We are glad to know that the change of climate has proven to be of advantage to both.

Miss G. F. Leonard, (still at No. 22 Worcester St., Cambridgeport, Mass.) in addition to many other good works, is now raising \$10,000 toward the endowment of Clinton College, Clinton, Ky. This school is one she has long been interested in, the principal, Miss Hicks, being a warm friend.

Mrs. Mollie Turner Buell has had several important concert engagements of late. One of these prevented her from accepting the invitation of the Reunion Society to sing at the public exercises in June. Mrs. Buell met, recently, in Sioux City, Mrs. Etta Grow Young, and Miss Kizzie Lewis, both former students at the Seminary.

The *Golden Globe* in reporting a Teachers' Association in Golden, Jefferson Co., Col., says:

The class exercise in primary work by Miss Helen Walker was the greatest success of the institute and fully sustained Golden's reputation for having the best primary teachers in the state.

Mrs. Nona Branch Sawyer has been studying law for recreation! We have not heard yet whether there is to be in Lincoln, a firm of Sawyer and Sawyer. By request, she delivered an address in Beatrice, June 3, before a large Masonic gathering.

Among the guests at the Seminary Anniversary week were: Mr. A. J. Shaw, of Morrison; Mrs. Hayward and Mrs. Holbert, of Hayward, Wis.; Mr. A. S. Wright and Mrs. Lancashire, of Moline; Mr. and Mrs. M. Wishon, of Elisabeth.

E. H. Pratt, M.D., of Chicago, was on the program for the public exercises of the Reunion Society, but business prevented him from leaving the city at the time of the meeting. His present address is Central Music Hall, Room 56.

Mr. and Mrs. Owen Ferguson gave Mrs. Shimer, as well as others at the Seminary, much pleasure by visiting her in May. Mr. Ferguson, with his accomplished wife, formerly of New York City, are living in Duluth, Minn. Mr. Ferguson was a student at the Seminary in '53 and later. He is now one of the largest and most successful grain dealers in the Northwest.

Miss Elva Calkins has been first assistant in the high school of Wyoming, Iowa, during the past year. She has an offer of a desirable situation in Maquoketa for the ensuing year. We have not heard whether or not she accepts or remains in Wyoming. Her sister, Mary, has been connected with the Seminary at Osage, Iowa, but has made an engagement to take charge of the Vocal Department in Drake University, Des Moines. Both spend the summer with relatives in New York.

Miss Laura Holland, of Benton, Ill., has obtained a number of pianos and organs through the Financial Manager of the Mt. Carroll Seminary, who has had the experience of thirty-three years in purchasing instruments. Miss Holland has lately written for a new piano for herself and one, also, for a friend.

Mr. Geo. Mastin declines to be nominated for County Superintendent of public schools, preferring to devote himself entirely to his profession. Many Seminary students acknowledge his kind interest in them in connection with their work as teachers in the county, and regret that a change seems necessary.

Miss Hannah Nichols is assistant physician in the hospital connected with the Reformatory Prison, in South Framingham, Mass. At the request of the executive committee of the Reunion Society, she sent a paper giving an account of the work done there which was listened to with much interest by those present at the public meeting held on the 9th of June.

The friends of Mrs. Lillie Hall Bean will deeply sympathize with her in the loss of her father, who died May 24th. Mr. Hall visited the Seminary while his daughter was in School, and is remembered by those who met him as a gentleman of much kindness of heart, who was deeply interested in all good works.

The *Augusta Chronicle* lately received, very pleasantly notices a concert given in Augusta, in which Mrs. M. Hostetter Greenleaf took a prominent part. It says: "It was fitting that so decided a hit should have been followed by the finest musical recitation ever given on the Augusta stage, and Mrs. Greenleaf's piano solo was so artistic and finished that none but an accomplished critic would venture to comment upon it. It is pronounced by musicians as being par excellence, and Augusta feels honored at such an accomplished lady within her portals."

The Alumnae banquet at the Seminary on the evening of June 10, was much enjoyed by the members of the society who were present. These social meetings have been the means of binding together the graduates of different years, and deepening the interest of students in each other whose homes are widely scattered. Special efforts will be made to have a large attendance at the next meeting, and it is hoped that all of the alumnae who possibly can, will plan to be present.

N. B. Will every old student, or other person, who reads this, send to the Principals the present address of any and all students known to him or her.

Miss Elia Campbell retains, at an advanced salary, her situation as assistant in the high school of Mt. Carroll. Miss Nellie Brown will have charge of the Fourth room, instead of the Third, as formerly. Miss Laura Coleman has been elected to fill the vacancy made by the promotion of Miss Brown.

Miss Lillian Hamblen spent part of the past season in Boston. Since her return, she has given a concert in Morrison, Ill., and one in McGregor, Iowa, and taken a prominent part in two given in Mt. Carroll. She was the soloist in the Western Sabbath School Assembly held in Ottawa, Kans., in June, and also took a similar part in the State Assembly at Crete, Neb. She has met with marked success in her public work and has proven herself a superior teacher wherever she has been employed.

In the Fifth Annual Report of the New West Education Commission, we find, from John T. Morgan, Ex-Chief Justice of Idaho, the following: "The school we have at Oxford under the management of Miss Virginia Dox, is doing a valuable work indeed. The importance of her work can not be estimated. Her pupils are of all grades and both Gentile and Mormon. This is one of the valuable means employed in the redemption of the Mormon country." There are other notices equally emphatic in their praise of our able school mate. The *Idaho Reporter* of June 11 says: "It is now expected that Miss Dox will take the lecture platform in support of the system of education being established so successfully through the territories and more especially Utah and Idaho."

Mrs. Shimer, finding that her previous visits South were productive of good, went to DeLand, Fla., again last winter, taking with her Mrs. Hazzen who returned north in a few weeks. During the temporary absence of the latter, Miss Hamblen was left in charge of the Vocal Department.

Dr. Shimer, during the winter, traveled in the South and East visiting friends and places of general interest. He spent some time in DeLand and also with his aged mother in Pennsylvania.

Miss Joy went to DeLand in March and accompanied Mrs. Shimer home, in the latter part of April.

Mrs. Hazzen and Miss Joy would not have felt that they could be away from their school duties had not circumstances made it necessary.

The many friends of Mrs. Shimer will be glad to know that she has been improving and that she hopes, with care, to soon regain a good degree of health.

THE OREAD.

AUGUST, 1886.

F. A. W. SHIMER AND ADELIA C. JOY.

PUBLISHERS AND PROPRIETORS.

THE OREAD.

BY AN OREAD.

One Saturday evening in December, 1885, a number of students met in the Seminary Library to organize a literary Society. A Constitution and By-laws, previously draughted, were adopted and the following officers elected:

Pres.—R. A. Hull.

Vice Pres.—Nellie Charles.

Rec. Sec.—Dora Lamberston.

Cor. Sec.—M. F. Waterbury.

Treas.—F. A. W. Shimer.

Librarian.—C. M. Gregory.

The entire number of charter members was twenty-four.

The Oread Society met semi-monthly in the library to transact business and carry out their program. Among the excellent feature of each evening was a general conversation on a topic decided upon the preceeding evening.

A library was purchased little by little, and books were now and then contributed to it. Oread exchanges were kept in the reading room. For private sessions the library was used, and for public entertainments, the school-room.

In 1879 Mrs. Shimer offered to the Society the use of a new piano and two rooms to be furnished by themselves. The offer was gratefully accepted, and the members of '79 worked hard to make their new quarters pleasant. Their prospective labors, afterwards realized, are commemorated in a "Vagabond Rhyme," by Ora Knowlton, now Mrs. Flynn, busied with household and maternal cares.

The Oreads of '79 may be pleased to know that the carpet "bought at a reduction" still softens the foot-falls of many society girls. Whittier's kindly eyes, a little dazzled by the new lamp purchased this year, still beams down upon us, and the same curtains flutter in the western breeze. In addition, our last year's income served to purchase some new chairs, and our library now holds a stock of books which cannot fail to interest all. Among them are the works of Longfellow, Tennyson, Milton, Whittier, Emerson, Lowell, Holmes, Carlyle, Herbert, Macaulay, Thackeray, Bancroft and Irving. There

is also an original serial story by the Oreads.

After '79 matters went on as usual for two or three years, then a change began to be manifest. A gradual falling off in attendance took place, and reposing on the laurels of past success, the Oreads went napping.

For a year, numerous reading-circles partly took the place of the previous literary meetings, but in the fall of '84 a new troop of maidens appeared upon the scene, and with determined purpose, reorganized the society. The name previously used was considered a misnomer, and opposition arose, but the majority ruled, and the "Oread" still lives.

Mighty projects were undertaken and completed, and the members of 1884-5 were justly proud of their achievements. At the close of the year they felt that they had the support of the public which responded so coldly to their first call.

With the advent of another school year, bringing us new members, the interest increased instead of flagging. In the beginning of the year just past, each member, new and old, took up her share of the burden, and with but few exceptions carried it faithfully through the year.

Which of us shall soon forget the diligent study and rehearsals, the alternate praise, blame and advice heaped upon us by those whose pleasure it was to witness the thrilling scenes. Or when shall the "hoots and shouts" of the "vile rabblement" cease to resound in our ears, and the ghost of Caesar vanish from before our mind's eye. Many pleasant memories are clustered about "our Julius Caesar," and we are fully convinced that, great though Keene and McCullough may have been, their genius is completely overshadowed by our Brutus and Cassius.

In May a concert was given, which was heartily enjoyed by all present, and on the 7th of June the closing entertainment, a Public Session, took place.

We thank our principals and faculty for the kindly interest they have shown in us, and feel that the progress and success of these two years are, in a great measure, due Miss Varnum.

The year is gone, but we hope that in it we have become not only a better society, but as individuals better fitted for the duties that will be ours. The aim of every true literary society, is to render its members independent, to quicken their perceptions, and to open to them new fields of thought and observation. If the Oread has done this, and we think it has, long may it live to teach to all the truth of our motto, "*La Largesse regit l'Univers.*"

JESSIE M. HALL.

Ladies' Home Journal.

The July number of the Philadelphia LADIES' HOME JOURNAL contains the second chapter of a story written for its columns by Harriet Prescott Spofford, a seasonable article on Garden Parties and out-door entertaining, by Christine Terhune Herrick, an interesting article on common grammatical errors, and how to appear and talk well in company. Mrs. Louisa Knapp, its editor, has met with a remarkable success in building up that paper to a circulation of over 270,000 paid subscribers in three years by her rare tact and genius in catering to the home instincts of her sex, in the rich feast of good things set before her readers every month. The magazine is a perfect gem, handsomely printed and illustrated, and employs only the best writers, such as Harriet Prescott Spofford, Marion Harland, Rose Terry Cooke, Mrs. Christine Terhune Herrick (Marion Harland's daughter,) Mrs. J. H. Lambert, of Philadelphia, Mary Abbott Rand, Elisabeth Stuart Phelps, Louisa Alcott, and Josiah Allen's Wife have promised to contribute the coming autumn, provided health and strength will permit of additional work.

Teaching Physiology is usually attended with much discouragement on the part of both pupil and teacher. Those seeking better methods will be glad to learn that THE NORMAL BOOK CONCERN, of Ladoga, Ind., announces the publication of a little book which must necessarily prove of great service to all who teach or study Physiology. It comes under the title, PHYSIOLOGY OUTLINED, by J. F. Warfel, Teacher of the Natural Sciences in the Central Indiana Normal School, Ladoga, Ind. It is a complete and scientific topical outline of the subject. It is the third in a series of similar books, following U. S. History Outlined, and Civil Government Outlined, which have passed through several editions and become very popular all over the country. The History and Physiology are issued in paper at 15c; in cloth, 25c. Civil Government, 10c. For copies address THE NORMAL BOOK CONCERN, Ladoga, Ind.

Prominent among the books that have come to our desk of late, is that of THE HISTORY OF WOMAN SUFFRAGE, edited by Elisabeth Cady Stanton, Susan B. Anthony and Matilda Joselyn Gage. The subject and the editors bespeak for the work a careful reading by those interested, and who should not be, if interested in the good of Society. The friend and the foe of the cause should examine the pages of this carefully prepared history.

PROGRAMS ANNIVERSARY WEEK,—1886.

CLASS DAY,—JUNE 7.

"Wir sammeln Licht zu streuen."

Piano Duet,..... Carl Erfolg
Misses Wishon and Mastin.
Class History,..... Maggie Mastin.
Vocal Solo—"Sunshine and Rain,"..... Blumenthal
Edith Kenny.
Oration—"Chivalry,"..... Clara Ferguson.
Vocal Solo—"O mio Fernando,"..... Donizetti
Fannie Yates.
Class Prophecy,..... Edith Kenny.
Piano Duet,..... B. Schumann
Misses Kenny and Yates.
President,..... Lou Graper.
Vice-President,..... Eluvia Wright.
Secretary,..... Alice Ferris.

OREAD SOCIETY—Monday June 7th, 1886.

Prayer.
Music,..... Oread Glee Club.
Oration—"The Place of Fanaticism in the World's Progress,"—Jennie Cranston.
Music—Duo; Danse Macabre..... Saint-Saens
Madge Myers, Lou Graper.
Paper—Electric Light, Edited by..... Anne Hofer
Read by Nellie Gill.

OREAD ORCHESTRA.

Symphony in G double sharp minor,
Conductor—Signor Florano Toppanizzio.
Lecture—"Hints of the Hour," Vandelina Varnum.
Music—"Laughing Trio,"..... Operti
Nellie Hobbs, Octavia Hobbs, Edith Kenny.
Recitation—"Eulogy on Wendell Phillips,"—G.
W. Curtis,—Floy Topping.
Music—Selected,..... Nellie Hobbs.
Oration—"Joan of Arc,"..... Maud Menefee.
Music,..... Oread Glee Club.

Adjournment.

President,..... Clara Ferguson.
Secretary,..... Fanny Yates.
Marshal,..... Maud Elder.

GRADUATING EXERCISES—June 8th, 1886.

Class Hymn—Holy is God,..... Downs
Graduating Class.

Prayer.

Spinning Song,..... Wagner-Liszt
Miss Yates.
Oration—"Women in War,"..... Miss Hobbs.
Capriccio Brilliant,—Opus 22, Andante,
Allegro Con fuoco,..... Mendelssohn.
(With second Piano Accompaniment.)
Miss Graper.

Essay,—The Indian and Civilization, Miss Hofer.
Sonata,—Opus 26, Andante con Variaz-
ioni, Allegro,..... Beethoven.
Miss Kenny.

Essay,—Who ought to Teach,..... Miss Wiley.
Vocal,—E' strano poter il viso suo veder!
(Faust)..... Gounod.
Miss Yates.

Essay,—Art and Artists,..... Miss Wright.
Concert-Stubck,—Tempo di Marcia, Presto
Gioioso,..... Weber.
(With second piano accompaniment.)
Miss Ferguson.

Presentation of Diplomas.
Benediction.

1886.

Prayer.

President's Welcome,..... Mrs. Ludwick.
Piano Duet,—From a Sonata by Moscheles,
Mrs. Jessie M. Strickler and Miss Grace Coleman.
Letter from Italy,..... Mrs. Emma T. Loveland,
Read by Miss R. Tomlinson.

Paper—The Woman's Reformatory Prison of
South Framingham, Mass., Hannah Nichols, M.D.,
Read by Miss C. Howard.

Vocal Solo—Joan of Arc,
Mrs. Clara White Robinson.

Alumnae History,..... Miss Elva Calkins
Read by Miss L. Hamblen.

Piano Solo—Valse in Gb,..... Chopin
Miss Gertrude Halterman.

Essay—Coppet and Madame de Staël, Mrs. M.
Hostetter Greenleaf,
Read by Miss Elia Campbell.

Vocal Solo, { a. Whither,..... Lassen
b. The Fountain Mingles with
the River,..... Gounod
Mrs. Jennie Shumway Doolittle.

Address—A Pagan Sermon, H. S. Metcalf, M.D.
Piano Solo—Polacca Brilliant,..... Weber
Miss Carrie Smith.

President,..... Mrs. M. Moffett Ludwick.
Secretary,..... Mr. Robt. Campbell.

CONCERT—Wednesday Eve, June 9th, 1886.

[Part First.]

Molloy,—Chorus,..... The Triton,
Euterpe Club.

Schumann—Fächingsswank aus Wien, opus 26,
Miss Ferguson.

Weber,—Terzetto, Ma D'Ogno Rio Sospetto,
(Der Freischütz.)
Misses Topping, Ferguson and Hobbs.

Weber,..... Movement Perpetual (Two Pianos.)
Misses Graper and Kenny.

Rubinstein Yearnings,
Miss Yates.

Henselt,—Etude,..... If I were a Bird,
(With second piano accompaniment.)
Miss Hobbs.

[Part Second.]

Wagner,—Chorus of Spinning Maidens, (Flying
Dutchman,)..... Euterpe Club.

Moszkowski,..... Valse Brillante,
Miss Myers.

Vocal..... Selected
Miss Hamblen.

Beethoven, Concerto, C major, Allegro Con Brio,
(With second piano accompaniment)
Miss Decker.

Lassen, { a. Ah! 'Tis a Dream,
Rubinstein, { b. Fly away Nightingale,
Mrs. Hazzen.

Rubinstein,—Duets, Ballet Music from Opera
"Fenramors,"
Misses Ferguson and Graper.

Costa,—Double Trio,..... Vanna e Colei,
Misses Hobbs, Hofer, Yates,
Ferguson, Kenny and Hobbs.

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Officers of the Alumnae Society.

President—Miss J. Claywell.
Vice President—Miss Lou Graper.
Secretary—Miss M. Myers.
Treasurer—Mrs. Will Mackay.

Officers of the Reunion Society.

President—Miss Helen Mackay.
Vice-Presidents—Miss Elia Campbell,
Mrs. Mary Halderman.
Secretary—R. H. Campbell.
Reunion Committee—Miss Elia Campbell,
Miss Lillie Clemmer, Miss Carrie
Howard, Mr. A. B. Hostetter, Dr. H. S.
Metcalf.

Officers of the Oread Society.

President—Madge Myers.
Vice-President—May Calkins.
Secretary—Margaret Reed.
Corresponding Sec'y—Jennie Cran-
ton.
Treasurer—Mary M. Hatch.
First Teller—Mattie Hardwick.
Second Teller—Helen Fenn.
Librarian—Ella Toms.

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EDUCATIONAL PROGRESS.

From the McGregor (Iowa) News.

The famous tournament and chivalric display of the Middle Ages declined with the romanticism and splendid absurdities of those times, and in their stead sprung up the universities, colleges, seminaries and hundreds of educational institutions which have for the last few centuries been the tilting grounds of the young, and quite as famous in their way as those of romantic history. The campus of the college and seminary are the miniature fields where the youth of our time are drilled and disciplined, and in sham battles test their powers before entering upon the real and earnest combat with the world.

This discipline and training is invaluable to the young man and woman of our day, and the increasing number of schools, and the crowding pupils from year to year, are gratifying testimonies for training and culture. The common school and high school course—excellent as these are—are no longer considered sufficient to even the person of ordinary talent and attainment. A few years away from home in the college or seminary—these miniature worlds of ambition and acquisition—where you meet healthy rivalry and opposition, which stimulate mental and physical activity, brightening and broadening, sharpening and polishing the intellectual faculties by actual contact of mind with mind, this is almost indispensable to a successful future.

Take the average high school graduate, filled to the brim with first principles which he has no comprehension to apply. He flounders hopelessly amid exaggerated ideals and the bare facts of the world, his own worst enemy, arousing to the fullest extent the family capacity for sarcasm.

The parents forget this critical period of their own lives and meet unsettled youth with harsh rebuff instead of gentleness and sympathy. The result is disappointment and bitterness. Often at this time are developed unfortunate traits of character which ever after mar that which with judicious training would have become good and noble. Especially is this true of girls. The young man goes into business and amid the hard rubs of practical experience, regains his equilibrium. Not so the girl who sees the world from the limited standpoint of society and novels. She plunges feverishly into both with a romantic longing for the sensational, and for the want of the wise guidance of kindly hands, embitters if not blights her life. What a girl needs most at this time is a bridging over of the ideal

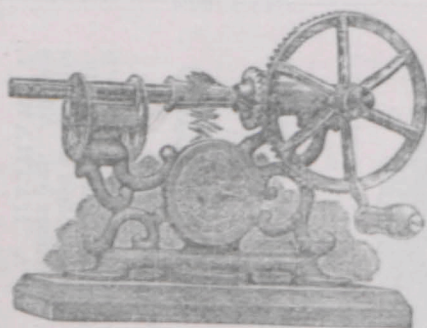
to the real—a blending of the two, which on the one hand modifies but does not destroy, in the practical applications, the brightness and enthusiasms of youth.

This cannot be accomplished at home nor at a school which turns out pupils like merchandise at the cheapest possible rate per hundred. The school must at once be large enough to be a little world within the world, and yet preserve its home character. The teachers must not only be the teachers but the friends of the pupils. Mental and physical improvement must not supercede the higher moral growth and growth of character.

We are outgrowing wholesale education and many are the excellent institutions whose highest aim is the best moral welfare of its pupils. Among those nearest home which deserve special mention in this regard is Mt. Carroll Seminary, Ill.

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Boarding.

We are frequently asked, "Do you receive students from abroad who do not board in the institution?" We answer *no*. We have made a few exceptions to this when there was special reason given, showing that it was for the best good of the pupil. The cases are very rare where this is true. Unless there has been an understanding with the Principal, no pupil from a distance will be received without she becomes a member of our family. Experience has taught that almost all make better progress when so situated as to be regular in habits, leaving the study hours uninterrupted by callers or by going into company. We are held responsible for the progress and conduct of pupils, and we must have them with us in order to do what is required. We expect to make still fewer exceptions to our rule in the future than the past.

The Teachers' Provision or System of Pecuniary Aid

affords advantages rarely found in an institution of this kind. There are many who would gladly make teaching a business, and who, if properly prepared would be ornaments to the profession, but who are not able to defray the expenses of such preparation. For the aid and encouragement of such, and for the purpose of elevating the standard of common schools, the Principal has for many years practiced a system which opens to a large number the means for securing a good practical education, and a preparation for an extended field of usefulness, which they could not otherwise enjoy. The system is as follows: To those who have not the means to secure an education, who possess good minds and unexceptionable character, as recommended by persons of known responsibility, if sustained on personal acquaintance, the principal will open an account giving credit on bills for boarding, tuition, etc.; the payment of said bills to be secured by a promissory note, signed by the student, if of age, (otherwise by parent or guardian), and a reliable endorser. Notes to be given quarterly in advance, same as payments become due, on time from one to four years, one year without interest. Books and stationery are cash articles, and must be paid for when received. Those who have not friends to endorse their notes, but in other respects come fully recommended as the above, can enter the "Manual Labor Department," as set forth in another column. (See next page.)

To further aid in the elevation of the common schools in the State and especially in Carroll County, the Principal will give *tuition free* in the entire *Teacher's Course* to one student from each County in the Northwest, and to one student from each township in Carroll County, Ill. Students wishing to avail themselves of this provision may apply to the School Commissioner of the County in which they reside, who will, after an examination, give preference to those giving the greatest promise of usefulness. The commissioner, in making selections, will be careful to recommend only candidates of irreproachable moral character, and of decidedly good or more than ordinary ability, to the end that the energies of the institution may not be wasted upon unworthy or incompetent persons. The schools of the people demand the best talent and the highest character on the part of those who aspire to the responsible office of teacher in them. Deficiencies arising from want of proper culture can be supplied, but not natural talent. Candidates are required to be: 1st, not less than sixteen years of age; 2d, to produce a certificate of good moral character, signed by responsible persons; 3d, to board in the institution under the special supervision of the Principal; 4th, must prove on acquaintance that they deserve the favors offered.

Expenses.

Our patrons in looking over the list of expenses, sometimes make unfair comparisons with other schools, or with boarding in a private family. We include a number of items in our bill, and hence the figures at one glance seem higher than do those of similar institution. Many, in estimating the expenses of any boarding-school, neglect to consider one or two very important matters. We do not claim to take the place of sympathetic, judicious mothers, but we do *try* to exercise care something akin to that bestowed upon the young of the home. The doing of the many things that do not show, such as those who have the care of young ladies will understand, demands a great deal of time from somebody. Pupils in case of sickness, are treated by a physician, free of charge, unless suffering from a protracted illness. We are very happy and thankful to be able to say that the instances in which the members of our family have been ill for any length of time, are very few, the number in the whole history of the school being so small that it can be counted on one's fingers. The hygienic regulations are such as to prevent sickness, so in general we have a healthy family. We have been successful in escaping contagious diseases. In the thirty-three years of the school's history we have never had any such disease spread through our institution. The experience of five years ago illustrates the case in hand. There were cases of measles in almost every family in our city where there were young persons, but we had but one in the Seminary building. We endeavor to be as diligent as possible in using the sanitary means at our command. All this requires thought, watchfulness and time. Is it not worth the while for fathers and mothers to consider these things as well as the number of dollars paid into the school treasury?

Omnibuses and Carriages

are always in attendance at the depot here on the arrival of trains. Students are conveyed directly to the Seminary at any and all hours, day or night, on which trains may arrive, hence parties may have no anxiety about their daughters coming here.

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+Freight.....	6:30 P. M.

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giving to those in the Normal Department instruction in the methods of teaching most approved at the present day. The success with which so many of our pupils have met, encourages us to make the Normal Department a still more prominent feature of the school than in the past.

Hoping that the superintendents addressed will heartily co-operate with us in thus assisting worthy young women and the cause for which together we are laboring, I remain,

Very truly yours,
F. A. W. SHIMER.

REFERENCES.

An important feature of this Institution is that, IT HAS NEVER EMPLOYED AN AGENT TO SOLICIT PUPILS OR FUNDS. It has enjoyed prosperity as the result of faithful, earnest work that has made a school worthy of the best patronage.

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